DOCUMENT RESUME

ED 381 718 CG 026 195

TITLE	Safe Schools Resource Guide.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
PUB DATE	Jun 94
NOTE	103p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adolescents; Children; Crime Prevention; *Educational Environment; Elementary Secondary Education; *Intervention; *Prevention; *Schools; School Safety; *School Security; Victims of Crime; *Violence
IDENTIFIERS	North Carolina

ABSTRACT

This guide was developed in response to a state act. The state's Board of Education was required to develop a list of recommended conflict resolution and mediation materials, models, and curricula that address responsible decision making, the causes and effects of school violence and harassment, cultural diversity, and nonviolent methods for resolving conflict, including peer mediation, and then make the list available to local school administrative units. The guide is intended to assist its users in locating services, materials, and assistance on the topics cited above. It is not intended as a definitive listing of the numerous programs, organizations, books, curricula, training, and other information that are available. The materials are presented in eleven categories: (1) curriculum materials; (2) training; (3) programs or models; (4) books/articles/papers annotated; (5) books/articles/papers not annotated; (6) videos; (7) publishers; (8) organizations; (9) school resource officer program; (10) Safe schools grantees; and (11) intervention/prevention strategies. Two appendices provide criteria for selecting a violence prevention curriculum as well as instructional media conflict resolution materials. (RJM)

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SAFE schools*

*resource GUIDE

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instructional services **JUNE** 1994

NORTH CAROLINA **department of public instruction**
BOB ETHERIDGE, **state superintendent**

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MESSAGE FROM THE SUPERINTENDENT

The newest challenge confronting the public schools of North Carolina is violence. As in the larger society, the incidence of school violence has increased dramatically. This is occurring at a time when the schools are facing the most unprecedented educational challenges in the history of the State.

Conflict is a natural part of everyday life. Although it is natural, a violent response to it is a learned behavior. If violence is to be reduced, it will require a comprehensive, collaborative approach. The schools in collaboration with parents, law enforcement agencies, churches, organizations, community agencies, and others must prepare our youth to deal nonviolently with conflict.

There are no simple solutions; no one program or policy by itself can work. The problem of school violence must be addressed through disciplinary programs, the curriculum, teaching methods, and cultural norms. We can and must reduce violence in our schools. We owe our children the right to learn in a safe environment.

Bob Etheridge
State Superintendent of Public Instruction

INTRODUCTION

The Safe Schools Act requires the State Board of Education to "develop a list of recommended conflict resolution and mediation materials, models, and curricula that address responsible decision making, the causes and effects of school violence and harassment, cultural diversity, and nonviolent methods for resolving conflict, including peer mediation and shall make the list available to local school administrative units and school buildings by the beginning of the 1994-1995 school year." The **Safe Schools Resource Guide** was developed to provide school systems with this information.

The **Safe Schools Resource Guide** is intended to assist its users in locating services, materials and assistance on the topics cited in the legislation. It is not intended as a definitive listing of the numerous programs, organizations, books, curricula, training and other information available on them.

The format of this guide is designed to allow school systems to add information on reducing school violence. The Department of Public Instruction will continue to identify and compile information on safe schools in order to expand and refine the listing of resources available to school systems.

(Inclusion of a resource in this publication does not imply an endorsement by the North Carolina Department of Public Instruction.)

CURRICULUM MATERIALS

CURRICULUM MATERIALS

Alcohol and Other Drugs Interdisciplinary Curriculum. Grades K-12. Activities within this resource focus on developing information, skills, and processes that have been clearly identified as the most effective in preventing alcohol and other drug use. Each activity is correlated with selected competencies in specific disciplines. The following goals are highlighted through these activities: (1) Obtain and utilize information and make positive decisions about alcohol and other drugs; (2) Develop and maintain a positive self concept; (3) Take positive actions to cope with stress; and (4) Develop personal social skills useful in resisting alcohol and other drug use.

Alternatives to Violence Curriculum by Peace Grows, Incorporated. Peace Grows publishes several curriculum guides and other publications designed to reduce youth violence through mediation. The organization also offers a number of training packages, ranging from four to forty hours in length. Publications and training that examine violence at all levels--from the interpersonal to the international-are aimed at promoting pacifism, and contain useful activities for high school students. Published by Peace Grows, Incorporated, 513 West Exchange Street, Akron, OH 44302. (216) 864-5442

Alternatives to Violence Project by the Friends of Society. This is a non-sectarian, hands-on approach. The material is appropriate for theatre applications. Basic Course is $25, and the Advance Course is $35. Developed by the Alternatives to Violence Project, 15 Rutherford Place, New York, NY 10003. (212) 477-1067

Children Observing Peers in School (COPS) Program by Jeffrey Broyles and Sharon Beigel-Beck. 1991. Children Observing Peers in School Program is an innovative classroom program to develop positive behavior. Using the familiar theme of the justice system, students are selected to be C.O.P.S. and observe their peers for both negative and positive behaviors. When a behavior is noticed, students are given tickets for either positive or negative behaviors observed. Students receiving tickets have their cases heard before a judge, a selected adult, and a jury of students in their classroom. Sentences are handed down for behaviors. This program helps establish a workable discipline system in the classroom, or for the entire school, while giving students a "hands on" learning experience. Sample forms, logs, tickets, hearing reports and certificates are provided for reproduction. Published by Marco Products, Incorporated, P. O. Box 1052, Doylestown, PA 18901.

Come in Spaceship Earth: Kids as Crew Members by F. Schmidt and A. Friedman. Students serve as crew members aboard Spaceship Earth, as they learn to work cooperatively in a common mission, survival and the improvement of the quality of life for the human family. The program comes with a music video recorded in seven languages, a comprehensive teacher's guide, reproducible on student pages, class simulation game, and colorful posters. Published by Peace Education Foundation, Incorporated, P. O. Box 191153, Miami Beach, FL 33119.

Conflict Management: A Curriculum for Peacemaking by Elizabeth Loescher. 1983. Proceeds sequentially from conflict definition to problem-solving, with activities that reach beyond the classroom. Published by

Cornerstone--A Center for Justice and Peace, Denver, CO.

Conflict Resolution Curriculum Packet by Tom and Frances Bigda-Peyton. Designed by high school teachers to teach high school students the basics of conflict resolution, and clearly demonstrates how conflict-resolution skills can be applied at all levels. Published by Boston-Area Educators for Social Responsibility, 11 Garden Street, Cambridge, MD 02138.

Conflict Resolution Curriculum. The goals of the conflict resolution curriculum include the following: To recognize conflict and how to deal with it. To acquire communication skills that enable us to express our feelings. To develop negotiation skills that help us solve problems to benefit those involved. Objective: To demonstrate an understanding of conflict, an understanding about our perceptions of conflict, and an understanding that a successful negotiation results in a workable resolution. Published by Wake County Schools, 3600 Wake Forest Rd., Raleigh, NC 27609-7329.
(919) 850-1600
Fax (919) 850-1990

Conflict Resolution: A Secondary School Curriculum by Gail Sadalla, Manti Henriquez, and Meg Holmberg. 1987. Published by The Community Board Program, Incorporated, San Francisco, CA.

Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom K-6 by William Kreidler. 1984. A practical curriculum guide for teachers and administrators which includes student worksheets. Published by Scott Foresman, Glenview, IL.

Creative Conflict Solving for Kids Fran Schmidt and Alice Friedman, Grades 3-4, 1991 and Grades 5-9, 1985. These interdisciplinary resource units challenge students to deal creatively and constructively with conflict. Through brainstorming, role playing, problem solving and decision making, students learn the skills of creative communication, active listening, fighting fair, critical thinking, and cooperation. The program comes with student workbooks, teacher's guide, and a poster. Published by Peace Education Foundation, Incorporated, P. O. Box 191153, Miami Beach, FL 33119.
(305) 576-5075

Crossing the Line Curriculum in Gates County. This sexual harassment curriculum, focusing on prevention, is being presented to ninth grade health and physical education classes. It focuses on the negative effect that disrespectful, demeaning and intimidating behavior can have on a student's ability to grow and learn successfully. Contact: Gates County Schools, Main Street, Gatesville, NC 27938.
(919) 357-1113

Curriculum on Conflict Management by Uvaldo Palaomares et al. 1975. Published by the Human Development Training Institute.

Dynamics of Relationships. The curriculum consists of an adolescent or young adult series which is comprised of a 2-book student manual -- one dealing with more sensitive issues--and a 624-page teacher's manual containing both student texts, guidelines, exercises and resources. It is designed to make young people better understand the significance of getting along with one another and developing caring relationships. Social issues such as gangs, prejudice, AIDS and date rape are also addressed. The K-7 curriculum starts the prevention process with a focus on self-esteem, anger and conflict resolution, and communication skills. It includes a student text (grades

4-7) and a teacher's manual which contains the entire student text as well as activities, guidelines, and resources. Published by Equal Partners: The Self-Esteem Institute, 3371 Beaverwood Lane, Silver Spring, MD 20906. (800) 571-9665

Fighting Fair: Dr. Martin Luther King for Kids, 1986. Students are challenged to resolve conflicts with skills, not fists, within the framework of Dr. King's philosophy of non-violence. Students are involved in brainstorming, role playing, problem-solving, decision-making and mediation. The program comes with an 18 minutes video, ready-to-use student workbooks, teacher's guide, and Rules for Fighting Fair poster. Published by Peace Education Foundation, Incorporated, P. O. Box 191153, Miami Beach, FL 33119. (305) 576-5075

How to Avoid World War III at Home: Conflict Management for the Family by Elizabeth Loescher. 1986. How to apply conflict management activities at home. Published by Cornerstone--A Center for Justice and Peace, Denver, CO.

Mediation for Kids: Kids in Dispute Settlement, by Fran Schmidt, Alice Freidman, and Jean Marud. 1992. This program offers a step by step approach to implement a student mediation program in the school or classroom. The curriculum contains lessons which include active listening, paraphrasing, probing, fighting fair, and many cases ready to mediate. It comes with ready-to-use student handbooks, teacher's guide, and Rules for Fighting Fair poster. Published by Grace Contrino Abrams Peace Education Foundation, Incorporated, P. O. Box 191153, Miami Beach, FL 33119. (305) 576-5075

Peace-Able Place
Peace-Able Place is a K-12 curriculum for non-violent living. The violence prevention curriculum consists of four interconnected strands. Topics are handled in a positive, age-appropriate manner, using cooperative learning, role-playing, and other experiential teaching techniques. Published by C. E. Mendez Foundation, Incorporated, 3312 Piedmont Road, #422, Atlanta, GA 30305.
(404) 816-6540
Fax (404) 816-6743

Peacemaking Skills for Little Kids by Fran Schmidt and Alice Friedman. Through puppetry, role play, body movements, storytelling, discussion, art, music, and circle activities children develop positive self-esteem, sensitivity to the needs of others, respect for human differences, love for the natural environment, and ways to handle conflict non-violently. Complete teacher's instructions, "I Care" puppet, audio cassette, and "I Care" posters are included. Published by Peace Education Foundation, Incorporated, P. O. Box 191153, Miami Beach, FL 33119. (305) 576-5075

Peer Leader Training Manual--Three Session Curriculum for Teaching Adolescents by C. Sousa, L. Bancroft, and T. German. 1991. Published by the Dating Violence Instruction Project, c/o Transition House, P. O. Box 530, Harvard Square Station, Cambridge, MA 02238.

Positive Citizenship: A K-12 Character Education Program in Pitt County. It is a comprehensive, instructional curriculum that develops responsible citizenship and empowers students with values education. Contact: Pitt County Schools, 1717 West 5th Street, Greenville, NC 27834-1698. (919) 830-4200

Preventing Family Violence by the Family Violence Curriculum Project. A comprehensive, useful, and sensitively designed curriculum dealing with such controversial issues as family violence, child sexual abuse, and date rape. Published by Massachusetts Department of Public Health, Resource Center for the Prevention of Family Violence, 150 Tremont Street, Boston, MA 02111.

Preventing Teen Dating Violence--Three Session Curriculum for Teaching Adolescents by C. Sousa, L. Bancroft, & T. German, 1991. Published by the Dating Violence Instruction Project, c/o Transition House, P. O. Box 530, Harvard Square Station, Cambridge, MA 02238.

High School Multicultural Education. 1993. This curriculum is not a set of prescriptives units, but a process to use for reflective teaching. It provides educators with a guide to use to assess their teaching methods for infusing multicultural perspectives into both the explicit (planned lessons) and implicit or "hidden" (environment) curriculum. Published by REACH Center, 180 Nikerson Street, Suite 212, Seattle WA 98109.
(206) 284-8584
Fax (206) 285-2073

Second Step Curriculum in Gaston County (Pre K-6). The violence prevention curriculum is designed to reduce impulsive and aggressive behavior in children, teach pro-social skills, and build self-esteem. It teaches children to change the very attitudes and behaviors that contribute to violence. Contact: Gaston County Schools, 943 Osceola Street, Gastonia, NC 28054-1397.
(704) 866-6100

Second Step: A Violence Prevention Curriculum. This curriculum on conflict resolution, empathy and anger management, is designed for Grades 1-3, 4-5 and 6-8. Published by the Committee for Children, 172 20th Avenue, Seattle WA 98122.
(206) 322-5050

Stopping Violence
This curriculum draws a distinction between healthy feelings of anger and its inappropriate expression. Eight risk-reducing lessons introduce middle school students to negotiation, humor, delay tactics, and other techniques to avoid or defuse potentially dangerous situations. Published by ETR Associates, Santa Cruz, CA.
(800) 321-4407

Straight Talk about Risks: A Pre K-12 Curriculum for Preventing Gun Violence. Grades 6-12. 1992. Straight Talk about Risks (STAR) is a pre-kindergarten through grade 12 curriculum designed to reduce the potential for children and teens to be injured or killed in gunfire. STAR is based on sound prevention practices developed from a pilot project in Dade County (Florida). The flexible format allows activities to fit into a 3-week classroom unit or be taught over a number of weeks. Parents are a vital link to reduce gun violence among children and teens, and their involvement is integral to STAR. This curriculum guide for grades 6 through 12 contains the following sections: (1) "Before You Begin--Orientation"; (2) "Suggestions for Parent and Community Involvement"; (3) Activity Plans and Bibliography for Middle and Junior High School Students, Grades 6-8"; (4) "Activity Plans and Bibliography for Senior High School Students;" (5) "Academic Bibliography for Educators and Parents"; and (6) "National Directory of Violence Prevention Resources." Included are 114 annotated bibliography items and 73 that are not annotated. Published by Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1150, Washington, DC 20005.

Straight Talk about Risks: A Pre K-12 Curriculum for Preventing Gun Violence. Grades Pre K-5. 1992. Straight Talk about Risks (STAR) is a pre-kindergarten through grade 12 curriculum designed to reduce the potential for children and teens to be injured or killed in gunfire. STAR is based on sound prevention practices developed from a pilot project in Dade County (Florida). The flexible format allows activities to fit into a 3-week classroom unit or be taught over a number of weeks. Parents are a vital link to reduce gun violence among children and teens, and their involvement is integral to STAR. This curriculum guide for pre-kindergarten through grade 5 contains the following sections: (1) "Before You Begin--Orientation"; (2) "Suggestions for Parent and Community Involvement"; (3) "Activity Plans and Bibliography for Early Elementary Students, Grades Pre K-2"; (4) " Activity Plans and Bibliography for Upper Elementary Students, Grades 3-5"; (5) "Academic Bibliography for Educators and Parents"; and (6) "National Directory of Violence Prevention Resources." Included are 75 annotated bibliography items and 73 that are not annotated. Published by Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1150, Washington, DC 20005.

Teenage Health Teaching Modules: Preventing Injuries and Preventing Violence
The curricula is specifically designed to teach adolescents how to prevent injuries from unintentional and intentional causes. The curricula teach behaviorally-based skills and concepts such as assessing risk, self-assessment and management, communication, decision making and setting goals. Published by Education Development Center, Incorporated, 55 Chapel Street, Newton, MA 02160.

The Role Play Book: 32 Hypothetical Situations for the Practice of Interpersonal Peacemaking Skills by Ron Mock (ed.). 1988. Moves from simple listening exercises to complex disputes. Published by Mennonite Conciliation Service, Adron, PA.

Violence Prevention Curriculum (9-12) in Pitt County. The goal of this curriculum is to decrease interpersonal violence among high school students through attaining the knowledge, attitudes, and skills for dealing with anger and conflicts. This ten-session curriculum is being taught in the ninth grade social studies or health classes in select schools. Contact: Pitt County Schools, 1717 West 5th Street, Greenville, NC 27834-1698. (919) 830-4200

Violence Prevention: Curriculum for Adolescents by Deborah Prothrow-Stith. 1987. This curriculum guide contains sample lessons, exercises, projects, and handouts to help teachers and students address the issues of violence. Its goal is to help students become more aware of positive ways to deal with anger and arguments, how fights begin and escalate, and non-violent choices for conflict situations. A set of sixteen handouts is included. Published by Education Development Center, Incorporated, 55 Chapel Street, Newton, MA 02160.

We Can Work it Out by J. A. Zimmer. A classroom resource manual, lesson plan and activities for middle and high schools to teach mediation skills to all students. Published by Social Studies School Services, 10200 Jefferson Blvd., Culver City, CA 90232-0802. (800) 421-4246 (310) 839-2436

Who's Hurt and Who's Liable? Sexual Harassment in

Massachusetts Schools. A Curriculum and Guide for School Personnel by F. Klein and N. Wilber. 1986. A curriculum and guide for all members of the school community. This publication defines sexual harassment, explains the legal issues involved, describes administrative strategies, and presents student activities and classroom lessons on the subject. Published by the Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02169.

TRAINING

TRAINING

Altschul Group Corporation
1560 Sherman Avenue
Suite 100
Evanston, IL 60201-9971
Provides video series and staff development manuals on violence prevention and life skills development.

Anger Management and Violence Prevention: A Skill Building Approach For Educators and Counselors
Johnson Institute
7205 Ohms Lane
Minneapolis, MN 54439-2159
Contact: Melissa Evans
(800) 231-5165 or (612) 831-1631
Customized workshops will prepare participants to prevent violence from occurring by teaching students critical skills. Also, participants are provided techniques to intervene in angry confrontations between students and/or between students and faculty.

Appleseed Delivery
3809 N. Cherry Street
Winston-Salem, NC 27105
Contact: Andrew Briggs
(919) 896-1042
Appleseed Delivery provides custom-designed creative alternative learning opportunities for special youth populations and their needs. Programs focus on developmental, preventive and interventive client needs. These programs and training events teach effective leadership, communication, and relationship skills through direct instruction, hands-on practice, modeling, team-building events, and adventure-based activities. These include team/leadership development in an outdoor setting, social and life skills training, group guidance or counseling, and training and consultation.

Bridge to Successful Conflict Resolution
North Carolina Association of Educators, Incorporated
700 South Salisbury St.
P. O. Box 27347
Raleigh, NC 27611-7347
Contact: Angela Farthing
(919) 832-3000
Two to ten hour workshop on conflict resolution and peer mediation. Workshop participants will be able to: identify conflict styles and understand how the styles are used in everyday life, refresh their communication skills and understand what an effective communicator is, demonstrate the negotiation steps and get ideas on how to implement the steps in regular classroom lessons, know what is needed for a successful program at the school level, and explain the role of the mediator and site coordinator.

Celebrating Diversity by D. Powers, 1990. This publication is a presentation manual for conducting a day-long training session in appreciating cultural diversity. Produced by the Equal Education Opportunity Program, Florida Department of Education, Suite 1020, Florida Education Center, 325 West Gaines Street, Tallahassee, FL 32399-0400.

Challenging Racism by D. Powers. 1990. This publication is a presentation manual for conducting a day-long training session on the problem of racism. Produced by the Equal Education Opportunity Program, Florida Department of Education, Suite 1020, Florida Education Center, 325 West Gaines Street, Tallahassee, FL 32399-0400.

International Center for Cooperation and Conflict Resolution
Box 53
Teacher's College
Columbia University
New York, NY 10027
Awareness training, training of trainers and materials on cooperation and conflict resolution and their impact on students' educational achievement, mental health, and vocational performance.

Los Angeles County Bar Association Dispute Resolution Services, Incorporated
617 South Olive Street
P. O. Box 55020
Los Angeles, CA 90055
(213) 896-6533
This group provides training materials for teachers and students.

New World Partnership Triangle Health Systems, Inc.
Contact: Joseph Wheeler
P. O. Box 98234
Raleigh, NC 27624
(919) 828-0828
The purpose of this training is to help participants develop mastery in the use of a simple six-step method for resolving conflict. Exercises will help them identify areas of misunderstanding and dissension and to apply basic steps to reach accord. During small group exercises, participants will practice steps that emphasize common values and experiences they share with other people. The training will help empower participants to be more effective when dealing with others who disagree with them and to mediate the disputes of others.

Nonviolent Crisis Intervention National Crisis Prevention Institute, Inc.
3315-K North 124th Street
Brookfield, WI 53005
(800)588-8976 or (414) 783-5787
Fax (414) 783-5906
One-day seminars and two-day workshops are regularly scheduled in 38 cities on Nonviolent Crisis Intervention. Additionally, an intensive four-day training program designed to certify staff to train others in Nonviolent Crisis Intervention is provided.

North Carolina Justice Academy
P. O. Box 99
Salemburg, NC 28385
(910) 525-4151
The NCJA offers basic training for School Resource Officers. Participants receive instruction in juvenile law, counseling skills, the development of a referral network, identification and ways to handle exceptional students, and classroom instruction techniques. In addition, participants are exposed to current education issues or practices and adolescent stress.

North Carolina Outward Bound School
121 North Sterling Street
Morganton, NC 28655-3443
Contact: Elliott Kelly, Associate Director of Education and Youth Services
(704) 437-6112 or (800) 841-0186
Outward Bound-At School are outdoor experienced-based programs. Courses are built around a series of events constructed to challenge participants physically, mentally and emotionally. The duration, season, location and physical abilities of the participants influence the itinerary. After consultation with an organization, activities are chosen that will provide the most powerful combination of learning experiences. They include backpacking expeditions, canoeing expedition (everglades only), course orienteering, white water canoeing, challenge run, group initiatives, solo, service project and seminars.

North Carolina School Health Training Center
The mission of the School Health Training Center is to provide training to enhance the quality of Comprehensive School Health Education in North Carolina schools. The Center will provide training in violence prevention education for teachers, counselors, and other school personnel. Violence prevention training will include a review of how violence prevention and conflict resolution are addressed in the North Carolina Standard Course of Study, an overview of violence prevention curricula, and the demonstration of classroom and counseling activities to help students express anger in positive and assertive ways instead of through violence. Contact: North Carolina School Health Training Center, Edwin Duncan Hall, Appalachian State University, Boone, NC 28608.
Office (704) 262-2292
Fax (704) 262-2686

North Carolina Violence Prevention Project
The North Carolina Violence Prevention Project offers collaborative services, training, prevention materials, and technical assistance to any interested school district in North Carolina. The North Carolina Violence Prevention Project is an opportunity for school systems to develop a practical primary approach to violence prevention in lieu of the more common symptom-based tertiary approaches. Contact: Department of Curriculum and Instruction, Reich College of Education, Appalachian State University, Boone, NC 28608.
(704) 262-3173

Peace Education Foundation, Incorporated
2627 Biscayne Blvd.
Miami, FL 33137-4532
(305) 576-5075
A training institute for violence prevention, conflict resolution, mediation and peacemaking. Materials are suitable for Pre K-12.

Peaceful Endeavors
2222 Greenway Avenue
Charlotte, NC 28204
(704) 333-6071
This organization provides training for school staff members in conflict resolution skills and training of students and adults in peer mediation skills.

Peer Mediator Handbook Charlotte Mecklenburg Schools by Lynn Whitley and Jacquelyn Helms, 1994.
Grade Level 6-12
The Charlotte-Mecklenburg Schools Peer Mediator Handbook is a packaged training manual which can be productively used in concert with the PEP Peer Mediation Action/Resource Guide. It provides specific training activities for five stages of mediation. Related consultation and training is available through Peaceful Endeavors, 2222 Greenway Avenue, Charlotte, NC 28204
(704) 333-6071
Published by Alcohol and Drug Defense, North Carolina Department of Public Instruction and Charlotte-Mecklenburg Schools. Contact: Dr. Thearon T. McKinney, North Carolina State University, Box 7638, Raleigh, NC 27695-7638.
(919) 515-6387

Peers Empowering Peers
Grade Level K-12. Peers Empowering Peers seeks to provide educators with resources to establish and manage peer-based prevention programs. Originating in 1991, it is funded through a series of Federal Department of Education grants. Peers Empowering Peers is coordinated in collaboration with the Department of 4-H Youth Development, College of Agriculture and Life Sciences, North Carolina State University. Contact: Dr.

Thearon T. McKinney, North Carolina State University, Box 7638, Raleigh, NC 27695-7638.
(919) 515-6387

Peers Empowering Peers. 1991. Grades K-12. The Peers Empowering Peers Training Guide for School/Community Helper Teams is designed to provide educators with resources to establish and manage peer-based prevention programs which are productive, renewing and collaborative. The Guide focuses on five management challenges: 1) Forming the team/focusing the program; 2) Marketing and Resource Development; 3) Assessing and choosing curriculum; 4) Involving staff; and 5) Affirming and evaluating success. Published by Alcohol and Drug Defense and the North Carolina Department of Public Instruction. Contact: Dr. Thearon T. McKinney, North Carolina State University, Box 7638, Raleigh, NC 27695-7638.
(919) 515-6387

School Mediation Associates
Richard Cohen, Director
72 Chester Road #2
Belmont, MA 02178
(617) 876-6074
This group provides training materials for teachers and students.

School Safety and Emergency Preparedness: Reducing School Violence by Connie Cuttino. 1994. The document and training program are intended to provide awareness, information and to serve as resources in the development of a school safety and emergency preparedness plan focused on reducing school violence. Published by Mississippi Department of Education, Jackson, MS.

Triangle Psychology Group
Christopher Clougherty
7320 Six Forks Road
Suite 270
Raleigh, NC 27615
(919) 846-6442
This group of professionals provide evaluation, therapy, legal and consultation services.

Alamance County Dispute Settlement Center
Linda Dunn, Executive Director
P. O. Box 2485
Burlington, NC 27216
(910) 227-9808

Chatham County Dispute Settlement Center
Paula Browder, Executive Director
P. O. Box 1151
Pittsboro, NC 27312
(919) 542-4075

Community Relations Council/Dispute Settlement Program
Beverly Hollingsworth
Program Coordinator
817 East Trade Street
Charlotte, NC 28202
(704) 336-2424

Cumberland County Dispute Resolution Center
Rick Spell, Executive Director
155 Gillespie Street
P. O. Box 1786
Fayetteville, NC 28301
(910) 486-9465

Dispute Settlement Center of Durham
Mike Wendt, Executive Director
P. O. Box 2321
Durham, NC 27702
(919) 490-6777

Goldsboro-Wayne Dispute Settlement Center
Marshell Becton, Director
LaTeri Ward, Director of Community Affairs
204 South Center Street

P. O. Box 153
Goldsboro, NC 27533
(919) 735-6121 Extension 359

Henderson County Dispute Settlement Center
Executive Director
Heritage Square Mall
121 W. Barnwell Street
Hendersonville NC 28792
(704) 697-7055 or 693-4381

Mediation Center of Gaston County
Jan Mahannah, Program Director
309 North Highland Street
Gastonia, NC 28052
(704) 868-9576

Mediation Center of Pitt County
Blythe Tennent, Executive Director
112 South Pitt Street
P. O. Box 4428
Greenville, NC 27836
(919) 758-0268

Mediation Center, The
Sarah Turman, Executive Director
189 College Street
Asheville, NC 28801
(704) 251-6089

Mediation Network of North Carolina
Scott Bradley, Executive Director
P. O. Box 241
Chapel Hill, NC 27514-0241
(919) 929-6333

Mediation Services of Forsyth
Greg Squires, Executive Director
P. O. Box 436
Winston-Salem, NC 27102
(910) 724-2870

Mediation Services of Guilford County
Joan Gantz, Program Director
1109 East Wendover Avenue
Greensboro, NC 27405
(910) 273-5667.

High Point Office: Judy Canaday
(910) 882-1810

Mediation Services of Wake County
Mariam Dorsey, Executive Director
410 South Salisbury Street, Suite 211
Raleigh, NC 27602
(919) 821-1296

Orange County Dispute Settlement Center
Frances Henderson, Executive Director
302 Weaver Street
Carrboro, NC 27510
(919) 929-8800

Piedmont Mediation Center
Billie-Fae Gill, Executive Director
209 N. Tradd St.
P. O. Box 604
Statesville, NC 28677
(704) 873-7624

Polk Mediation Center
Marvin Wagner, Administrator
P. O. Box 865
Columbus, NC 28772
(704) 863-2973
(704) 749-5571 at Saluda School

Robeson County Dispute Resolution Center
Jim Smith, Executive Director
207 East 14th Street
Suite 107
Lumberton, NC 28358
(910) 738-7349

Transylvania Dispute Settlement Center
John Fenner, Executive Director
P. O. Box 1205
Brevard, NC 28712
(704) 877-3815

PROGRAMS OR MODELS

PROGRAMS/MODELS

Building Conflict-Solving Skills
James McHenry, Executive Director
Helen Swan, Director/Coordinator
Kansas Child Abuse Prevention Council
715 SW 10th Street
Topeka, KS 66612
(913)-354-7738
Goal: To decrease child abuse and neglect by educating elementary and middle school students, their parents, and teachers about conflict-solving skills

Community Youth Gang Services Project
Steve Valdivia, Executive Director
and Director/Coordinator
Community Youth Gang Services, Inc.
144 South Fetterly Avenue
Los Angeles, CA 90022
(213) 266-4264
Goals: To reduce the level of gang violence perpetrated by youth gangs in the city and county of Los Angeles. In addition, to educate and mobilize communities, neighborhood by neighborhood, in an effort to provide a grassroots foundation for lasting peace and alternatives to gang membership.

Conflict Management/Mediation Program
Cherie Crowe, Director
Dept. of Health, Office of Injury Control
Missouri Department of Health
6090 East Monroe Street
Jefferson City, MO 65102
(314) 715-6365
Goal: To train student mediators in more than 100 elementary, middle, and secondary schools throughout the state.

Conflict Resolution Resources for Schools and Youth
Terry Amsler, Executive Director
Terry Amsler and Jim Halligan,
Director/Coordinator
The Community Board Program
1540 Market Street
Room 490
San Francisco, CA 94102
(415) 552-1250
Goal: To empower students with non-violent skills and approaches for peacefully resolving the conflicts they encounter.

Cumberland County Teen Court
Cumberland County Schools
Highway 301 South
Fayetteville, NC 28306
Contact: Pam Sherman
(910) 678-2300
The purpose of the Teen Court is to get teenagers involved in all aspects of the court system by having the junior and senior high school students conduct the sentencing phase of the disciplinary infraction referred to teen court. The teen court is designed as an alternative method of school and community discipline for teens.

Educators for Social Responsibility (ESR Metro)
Tom Roderick, Executive Director
475 Riverside Drive
Room 450
New York, NY 10115
(212) 870-3318
This group provides information on the Resolving Conflict Creatively Program (RCCP). The program goal is to promote effective instruction in creative conflict resolution and intergroup relations.

ESR National Conflict Resolution Program
Ruth Bowman, Executive Director
William J. Kreidler and Larry Dieringer
Director/Coordinator
Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617) 492-1764
Goals: To provide training, curriculum, an ongoing support to educators that enable them to help students prevent violence, deal effectively with

differences, appreciate diversity, and manage and resolve conflict creatively.

Facing History and Ourselves
Margot Stern Strom, Executive Director
Marc Skvirsky, Director/Coordinator
16 Hurd Road
Brookline, MA 02146
(617) 232-1595
Goal: To engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane, informed citizenry.

Gang Intervention Program Youth Development, Inc. (YDI)
Chris Baca, Executive Director
Ruben Chavez, Director/Coordinator
1710 Centro Familiar, SW
Albuquerque, NM 87105
(505) 873-1604
Goals: To curb gang violence; to build self-esteem, self-respect, and decision making skills; and to promote community mobilization.

Kids+Guns = A Deadly Equation
1450 Northeast 2nd Avenue
Room 523A
Miami, FL 33132
(305) 995-1986
This program is designed to teach young children the dangers of playing with or carrying weapons. School-based, the program helps K-12 students learn to avoid weapons.

North Carolina High School Athletic Association Program
Que Tucker
P. O. Box 3216
Chapel Hill, NC 27515
(919) 962-2345
The Student Services Program with the NCHSAA involves the alcohol and drug education program in the North Carolina public high schools. Chemical awareness programs involving school administrators, athletic directors, athletic coaches and students have been established. The Department of Public Instruction's Alcohol and Drug Defense staff and the NCHSAA have joined together to sponsor these 7-12th grade programs.

North Carolina STAR (Students Teach and Reach)
People for the American Way
Cathy Stuart
P. O. Box 27333
Raleigh, NC 27611
(919) 833-1222
North Carolina Students Teach and Reach are college student role models in public schools, building relationships and encouraging discussions about racial reconciliation and respect for diversity. Volunteers are trained in facilitation, mediation, and consensus building.

Outreach and Tracking Program
John W. Kennon, Executive Director
Kathleen Bowden, Director/Coordinator
Old Colony YMCA
320 Main Street
Brockton, MA 02401
(508) 584-1100
Goal: To provide advocacy and support services through positive role models to at-risk adolescents, holding them accountable for their behavior while teaching problem solving and decision making using counseling skills.

PACT Violence Prevention Project
Larry Cohen, Executive Director
Nancy Baer and Andres Soto, Director/Coordinator
Contra Costa County Health Services Department
75 Santa Barbara Road
Pleasant Hill, CA 94523
(510) 646-6511
Goal: To stimulate the development of violence prevention activities in several sectors of the Richmond community, including community organizations, schools, city and county government, and neighborhood groups.

Positive Adolescent Choices Training (PACT) Program
W. Rodney Hammond, Executive Director
Wright State University
School of Professional Psychology
Michelle Hassle, Director/Coordinator
110 Health Sciences Building
Dayton, OH 45435
(513) 873-3492
Goal: To reduce actual or potential involvement of youth and perpetrators or victims of acts of violence.

Project RAP (Reaching Adulthood Prepared)
380 Timothy Road
Athens, GA 30606
(706) 549-1435
Project RAP is a mentoring program for black youth age 12-17 which uses church and community volunteers as role models and mentors.

Project SMART
c/o Victim Services Agency
2 Lafayette Street
New York, NY 10007
(212) 577-7700
A successful mediation program for high school students.

Resolving Conflict Creatively Program (RCCP)
Tom Roderick, Executive Director
Linda Lantieri, Director/Coordinator
163 Third Avenue, #239
New York, NY 10003
(212) 260-6290
Goal: To provide effective instruction in conflict resolution and intergroup relations in grades K-12 in the New York City Public Schools.

Saturday Institute for Manhood, Brotherhood, Actualization (SIMBA)
Jennie C. Trotter, Executive Director
Tony R. Graves, Director/Coordinator
Wholistic Stress Control Institute, Inc.
3480 Greenbriar Parkway
Suite 310B
Atlanta, GA 30331
Goal: To institute classroom instruction in areas of vocational training, health, African American history, and art at a juvenile correctional center geared to reducing the death rate of minority males.

Straight Talk About Risks (STAR)
Nancy Gannon, Executive Director
Carolyn Abdullah and Nancy Gannon, Director/Coordinator
Center to Prevent Handgun Violence
1225 Eye Street, NW
Suite 1150
Washington, DC 20005
202-289-7319
Goal: To reduce the risk of handgun violence through research, legal action, education, and community outreach programs.

Students Against Violence Everywhere (S.A.V.E.)
Dr. Pamela L. Riley, Director
c/o North Carolina Center for the Prevention of School Violence
3824 Barrett Drive
Suite 303
Raleigh, NC 27615
(919) 571-4954
Students Against Violence Everywhere is a student initiated program that promotes non-violence within the school and community. It provides education about the effects and consequences of violence and helps provide safe extracurricular activities for students, parents and the community.

Success: A Progressive Discipline Program
Daniels Middle School
2816 Oberlin Road
Raleigh, NC 27608-1220
(919) 881-4860
This program allows teachers more flexibility than they had under the previous In-School Suspension Program. Disruptive students are first sent to an In-Team Alternative, where they continue to

do school work in another teacher's class.

Targeted Outreach: Gang Prevention/Intervention
Roxanne Spillett, Executive Director and Director/Coordinator
Boys and Girls Clubs of America
771 First Avenue
New York, NY 10017
(212) 351-5906
Goals: To identify youth at risk of delinquency and/or gang involvement, mainstream them into a youth development program, and through networking and referral, arrange for needed support services.

Teen Dating Violence Program
Mary Robertson, Executive Director
Barri Rosenbluth, Director/Coordinator
Austin Center for Battered Women
P. O. Box 19454
Austin, TX 78760
(512) 928-9070
Goals: To provide support groups for boys and girls on the topic of teen dating relationships and nonviolent problem solving that enhances group participants' self-esteem and problem-solving skills by increasing knowledge of the cycle of abuse and expanding their awareness of choices or alternatives available to them.

Teen Program
Rollie Mullen, Executive Program
Allan Creighton, Director/Coordinator
Battered Women's Alternatives
P. O. Box 6406
Concord, CA 94524
(510) 676-7748
Goals: To educate, train, and support young people to prevent and intervene in family, dating, and racial violence, and build alliances across lines of gender, race, age, and sexual orientation.

Teens on Target
Deane Calhoun, Executive Director and Director/Coordinator
Youth ALIVE
c/o The Trauma Foundation
SF General Hospital Bldg. 1.
Room 306
San Francisco, CA 94110
(415) 821-8209
Goals: To reduce violent injuries and deaths to youths; to generate youth-driven community and school-based violence prevention programs to serve as an educational arm and catalyst for putting violence prevention on the public agenda; to research and document the local violence problem and educate the public about the incidence, cost, and impact in their communities; and to educate policy makers about the problem and possible effective strategies to prevent violence.

Victim's Services Program: Stop Black-on-Black Murder
Carl C. Bell, Executive Director
Denyse Snyder, Director/Coordinator
Community Mental Health Council, Incorporated
8704 South Constance Avenue
Chicago, IL 60617
(312) 734-4033 Extension 156
Goals: To assist victims in their recovery from trauma due to violent crimes; to teach violence awareness and prevention.

Violence Intervention Program
Durham Public Schools
P. O Box 30002
Durham, NC 27702
(919) 560-2035
Designed to help at-risk elementary school children, the VIP program pairs children with teachers who help them with conflict mediation and resolution skills and also serve as peer counselors and tutors.

Violence Prevention Program Mecklenburg County Health
Department
249 Billinsley Road
Charlotte, NC 28211
(704) 336-5497
This county program teaches conflict resolution skills to seventh through ninth

graders and serves as a support group for the youth.

Violence Prevention Project
Linda B. Hudson, Executive Director and Director/Coordinator
Department of Health and Hospitals
1010 Massachusetts Avenue
2nd Floor
Boston, MA 02118
(617) 534-5196
Goals: To reduce interpersonal violence among adolescents using a multifaceted, multidisciplinary approach grounded in public health practice that focuses on primary and secondary prevention program strategies including: education and training, mass media campaigns, clinical services, coalition building, development of a service providers network, and peer leadership.

Washington Community Violence Prevention Program
Patricia S. Gainer, Executive Director and Director/Coordinator
Washington Hospital Center
110 Irving Street NW
Room 4B-46
Washington, DC 20010
Goal: To reduce the rate of homicide and intentional injury among adolescents through a two-pronged strategy of primary and secondary prevention.

YES! Atlanta
955 Spring Street
Atlanta, GA 30309
(404) 874-6996
This project provides mentoring, tutoring, and job skills training to youth ages 13 to 18 who live in housing projects.

Youth Gang Drug Prevention Program
Mecklenburg County Health Department
249 Billinsley Road
Charlotte, NC 28211
(704) 336-6443
Designed to help steer youth ages 10-18 away from gang membership, this program sponsors recreational activities and education in conflict resolution for youth and their families.

BOOKS, ARTICLES AND PAPERS ANNOTATED

BOOKS/ARTICLES/PAPERS
ANNOTATED

Anderson, P. L. (1993). Sexual harassment identification and prevention. ***School Business Affairs***, 59(6), 14-15. School administrators should develop a clear policy statement prohibiting sexual harassment; create guidelines to implement the policy; and designate a key administrator to oversee and ensure compliance with laws related to sexual harassment. Lists steps for dealing with a claim, what teachers can do to protect themselves from claims, and what a victim of sexual harassment should do.

Auxiliary Services. (1990). ***Vandalism prevention and school security.*** Raleigh, NC: North Carolina Department of Public Instruction. This publication is designed to provide local education agencies with ideas and suggestions for developing and improving existing school security programs.

Bailey, R. H. (1976). ***Violence and aggression***. New York: Times-Life Books. An excellent and readable summary of research in the area. Its use of illustrations make it a good resource for students as well.

Barron, E. (1992). ***Discipline strategies for teachers (Fastback #344)***. Bloomington, IN: Phi Delta Kappa Educational Foundation. Intended primarily for student teachers and beginning teachers, this document provides practical strategies for both classroom management and discipline. Theory is illustrated in scenarios using positive and negative examples.

North Carolina Department of Public Instruction. (1991). ***PEP resource guide***. Raleigh, NC: Alcohol and Drug Defense Program, North Carolina Department of Public Instruction. Harold Berdiansky, eds. The Peers Empowering Peers Resource Guide for School/Community Helper Teams is designed in support of the BEP Training Guide and focuses on grant writing, resource development, program assessment and evaluation, supportive research, and county-specific census data on basic risk factors. Contact Dr. Thearon T. McKinney, North Carolina State University, Box 7638, Raleigh, NC 27695-7638. (919) 515-6387

North Carolina Department of Public Instruction. (1991). ***PEP/PEER.*** Raleigh, NC. Harold Berdiansky, eds. The PEP/PEER contains the information in Peers Empowering Peers Resource Guide for School/Community Helper Teams including grant/funding guidelines, basic research, evaluation processes/tools, and county specific risk factor data. Contact Dr. Thearon T. McKinney, North Carolina State University, Box 7638, Raleigh, NC 27695-7638. (919) 515-6387

North Carolina Department of Public Instruction. (1993). ***PEP-Mediate.*** Raleigh, NC. Harold Berdiansky, eds. The Peers Empowering Peers-Mediate contains the information in the Resource Section of the PEP/Peer Mediation Action/Resource Guide plus needs assessment statistics, recent/classic bibliography, evaluation instruments, funding sources, and Conflict Resolution Centers of North Carolina Listing. Contact: Dr. Thearon T. McKinney, North Carolina State University, Box 7638, Raleigh, NC 27695-7638. (919) 515-6387

Bodinger-DeUriarte, C. and Sancho, A. R. (1992). ***Hate crime: Source book for schools***. Philadelphia, PA: Research for Better Schools. A comprehensive examination of the problem of hate crimes in America, this publication details the roots, nature and scope of the problem and offers practical suggestions for reducing hate crimes.

Boyd, W. L. (1991). What makes ghetto schools succeed or fail? ***Teachers College Board,*** 92(3), 331-362. Examines three categories on educating disadvantaged students in ghetto schools: institutional deficiency, developmental deficiency, and cultural deficiency. The discussion focuses on problems and solutions within the schools and society. It stresses the need for community commitment, social change, and strong leadership to help at-risk students.

Castaneda, L. V. (1992). ***Improving programs of schools serving culturally and linguistically diverse student populations.*** Los Alamitos, CA: Southwest Regional Laboratory for Educational Research and Development. This report presents a cross sites analysis of critical program elements at eight sites (six in California, one in Massachusetts, and one in Arizona) to demonstrate effective ways of helping students develop English proficiency, including instructional practices, curriculum development, and program implementation. The sites studied were chosen because their documentation and support data allowed analysis of critical elements. Across the sites, teachers shared a positive vision of children and believed that all children can learn. In the area of language acquisition, teachers emphasized natural language learning prior to form. A general theoretical orientation indicated that children learn best by doing, experiencing, and practicing. Across the sites, holistic rather than discrete skills instruction was practiced. An in-depth analysis of a staff development program at one of the sites is included as an example of the pedagogy, practices, and theories present across the sites.

Center for Environmental Health and Injury Control. (1992). ***The prevention of youth violence: A framework for community action***. Atlanta, GA: Center for Environmental Health and Injury Control, Division of Injury Control, Centers for Disease Control. This manual is designed to help reduce violence and prevent injuries and deaths from violence among youths in their community. It is based on principles of effective, community-based health promotion programs that address a variety of chronic diseases as well as problems of youth such as sexually transmitted diseases and teenage pregnancy.

Center for Music Research, Florida State University. (1990). ***The role of the fine and performing arts in high school dropout prevention.*** Tallahassee, FL: State Department of Florida. This project was undertaken by the Center for Music Research at Florida State University as a Curriculum Development Grant for the Florida Department of Education during the 1989-90 school year. Studies relating directly to arts and dropout prevention were not found. There are, however, many studies that seem to suggest the importance of arts participation to programs designed to keep the at-risk student in school. These studies indicate that the arts are not "frills," but are essential for fulfilling the at-risk student's needs for expression and intellectual development.

Cheatham, A. (1988). Teaching and practicing mediation: Finding the congruence. ***The Fourth R***. 14. Four principles of mediation and how they can be used in training sessions.

Cohen, H. (1980). ***You can negotiate anything***. New York: Ballantine Books Specific, practical approaches to the art of negotiation.

Cohen, Richard, The Fourth R, Vol. 14, (1988). ***Training teachers and students together.*** Glenview, IL: Scott Foresman. A rationale for training students and teachers in peer mediation, plus four important steps for ensuring the program's success.

Cultural and linguistic diversity in education. (1993). Lexington, KY: Federal Resource Center for Special Education. This document examines how to meet the educational needs of children and youth from diverse cultures. Selected data and vignettes are used to provide a context for the lives of children in America. Values that currently drive the educational enterprise are listed, accompanied by a list of reformed values that address the needs of students from diverse cultural and linguistic backgrounds. A vision of society, community, and education is then presented, calling for: a society free of prejudice and bias that embraces diversity and in which each individual has intrinsic worth that is acknowledged and respected; a community that strives to achieve basic goals of equity, representation, and opportunity, where there is caring and acceptance of all individuals; and an educational system that takes a holistic approach to nurturing all students and embraces individual and cultural differences. Strategies for achieving the three visions are presented for federal, state, and local levels, in seven areas: (1) administration and policy, (2) assessment, (3) curriculum and instruction, (4) funding, (5) parents and families, (6) society and community, and (7) training and personnel. Measures of progress in each area are also identified. A bibliography list eight references. Appendixes provide over 40 human resources and a list of six suggested readings.

Curio, J. L. and First, P. F. (1993). ***Violence in the schools: How to proactively prevent and defuse it. Roadmaps to success: The practicing administrator's leadership series.*** Newbury Park, CA: Corwin Press, Incorporated. This book explores a wide range of areas of violence in schools. The major causes of violence in the school community--both in and out of schools--are identified, and suggestions are offered for dealing with it. Common sense actions are presented to deal with several kinds of violence. Chapter topics include: the present state of violence in schools, student-to-student violence, student-to-teacher violence, teacher-to-student violence, strategies for violence prevention, dealing with a crisis, and advice for school administrators. A list of suggested readings and resources is included.

Curriculum guidelines for multicultural education. (1992). ***Social Education,*** 56(5), 274-294. Presents a three-part set of guidelines for multicultural education. Describes characteristics of ethnic and cultural groups. States principles of ethnic and cultural diversity. Discusses the role of the school, learning differences among ethnic groups, and goals for reform. Includes 23 individual guidelines and a program evaluation checklist.

Dobson, T. and Shepard-Chow, J. (1981). ***Safe and alive***. Los Angeles, CA: Jeremy P. Tarcher. This guide to protecting self and property contains a very clear and practical discussion of fight, flight, and other options.

Drake, D. D. (1993). Student diversity: Implications for classroom teachers. ***Clearinghouse***, 66(5), 264-266. Argues that an awareness of the vast cultural differences among students in the nation's classrooms is a primary factor in today's educational climate. Provides suggestions for practical methods and techniques that reflect this concern.

Drew, N., (1987). ***Learning the skills of peacemaking***. Spring Valley, CA: Inner-Choice Publishing. An activity guide for elementary-age children for communicating, cooperating, and resolving conflict.

Duttera, M. J. Sr., 1991. ***Permanent revolution: These self-evident truths.*** West Point, GA: Foundation for Education for Responsible Citizenship. This book was written and designed to complement the social studies curriculum. Through selected topics and events it attempts to instill a clear understanding of the roles of citizens in a democracy.

Einstein, V. (1985). ***Conflict resolution***. St. Paul, MN: West Publishing Company. A school mediation pioneer outlines methods for negotiation, mediation, and arbitration.

Fisher, R. and William U. (1981). ***Getting to yes: Negotiating agreements without giving in***. Boston, MA: Houghton Mifflin. An introduction to conflict resolution by two of the field's experts.

Florida Department of Education. (1991). ***Alternatives to suspension***. Tallahassee, FL: Center for Prevention and Student Assistance, Florida Department of Education. This publication offers many alternatives to out-of-school suspension and expulsion and examines how schools can take steps to reduce overall school violence.

Frisby, D. and Beckham, J. (1993). Dealing with violence and threats of violence in the school. ***NASSP Bulletin,*** 77(552), 10-15. Competent school resource officers are knowledgeable about appropriate responses for dealing with resistance and violence confrontation. Application of locally acceptable response options to a given set of circumstances reduces the risk of liability for using force to control students and increases the likelihood of managing a potentially explosive situation. Continuum of force guidelines are outlined.

Gaustad, J. (1991). ***Schools attack the roots of violence.*** Eugene, OR: ERIC Clearinghouse on Educational Management, University of Oregon. Reasons for the increase of violence and for most schools' reluctance to address the problem are discussed, as well as methods for teaching school nonviolence through prevention programs and early intervention strategies employed by several schools.

Greenbaun, S., Turner, B. and Stephens, R. D., (1989). ***Set straight on bullies***. Malibu, CA: National School Safety Center. This resource contains valuable

information about what causes children to become bullies, the harm they can cause to other children, and ways to reduce this damaging phenomenon.

Gudinas, R. (1987). Human relations education: Teaching non-violent solutions to human problem. ***Forum***. Gudinas discusses how educators can teach human conflicts and how the process should expand as children become young adults. She also includes information on how to help children learn about alternatives that they can use to resolve conflict peacefully.

Guetzloe, E. (1992). Violent, aggressive, and antisocial students: What are we going to do with them? ***Preventing School Failure,*** 36(3), 4-9. A public health model of prevention and intervention is applied to violent, aggressive, and antisocial student behaviors. Secondary prevention is stressed through school intervention by such means as comprehensive school planning, behavioral management strategies, student supervision, and providing for prosocial activity. Primary and tertiary (e.g., rehabilitation) prevention efforts are also suggested.

Guidelines for policies addressing sexual misconduct toward students in public schools. (1992). Tallahassee, FL: Florida Department of Education. This publication offers clear and direct guidelines for procedures to be adopted to address the concerns surrounding sexual harassment in schools. Overviews of major court cases in the area of sexual harassment in schools are also included as well as a number of newspaper articles on the subject.

Harden, G. D. (1991). Taking advantage of murder and mayhem for social studies. ***Social Studies,*** 82(4), 139-142. Suggests the use of key historical antisocial acts to teach social studies concepts as a means of arousing the interest of adolescents. Recommends overcoming initial sensationalism by shifting emphasis to more appropriate interests. Includes discussion of the Abraham Lincoln and John F. Kennedy assassinations and the Rosenberg spy case.

Harrington-Lueker D. (1992). Metal detectors. ***American School Board Journal,*** 179(5), 26-27. Recommendations include investing in personnel rather than hardware, cultivating the confidence of law-abiding students, and enforcing discipline.

Harrington-Lueker, D. (1993). Teaching tolerance. ***Executive Educator,*** 15(5), 14-19. Recent statistics underscore the fact that bigotry, bias, and racism are problems schools should not ignore. Racial conflict is becoming a problem in suburban and rural secondary schools. Young people are the most likely perpetrators of hate crimes. The first step toward changing trends is no-nonsense school policy backed up by student training in recognizing and handling prejudice. Guidelines and resources are suggested.

Hollins, E. R. (1993). Assessing teacher competence for diverse populations. ***Theory into Practice***, 32(2), 93-99. Discusses studies that form the knowledge base for teaching culturally diverse students, offering insights into competencies teachers must acquire to be effective in multicultural settings (communicating with diverse learners, knowing subjects and students, teaching reflectively, identifying resources, creating a supportive context, developing interpersonal relationships, and promoting learning performance).

Hranitz, J. R. and Eddowes, E. A. (1990). Violence: A crisis in homes and schools. ***Childhood Education,*** 67(1), 4-7. Discusses major causes of home and school violence, and ways federal and state legislation, communities, and schools can work to reduce such violence.

Johnson, D. W., and Johnson, R. T. (1987). ***Creative conflict***. Edina, MN: Interaction Book Company. Practical strategies for teaching conflict resolution procedures and skills.

Joyce, R. P. (Ed.). (1992). Clearinghouse. ***School Law Bulletin***., 23(2), 22-30. Summarizes court cases and opinions affecting North Carolina schools. Cases involve supervision of desegregating districts; sexual harassment charges; employee dismissal; constitutionality of a African-American only scholarship program; contract renewals for community college employees; equal pay, sex, and racial discrimination lawsuits, air pollution penalties; sport eligibility requirements; and university responsibility for fraternity hazing.

Judson, Stephanie, (Ed). 1984. ***A manual on non-violence and children.*** Philadelphia: New Society Publishers. How to establish an emotional climate in which problems and conflict can be resolved nonviolently.

Kadel, S. (1992). ***Interagency collaboration improving the delivery of services to children and families***. Tallahassee, FL: SERVE. This publication, from the SERVE *Hot Topics: Usable Research* series, is a practical guidebook for establishing or expanding collaborative efforts to provide services to children and families at a single, easily accessible site such as a school. Many examples are offered of communities and schools that have had success in this effort, and resources and contacts are provided for additional information.

Kadel, S. and Follman, J. (1993). ***Reducing school violence***. Greensboro, NC: Southeastern Regional Vision for Education. This publication offers information on how to handle violent school crisis and how to implement long-term strategies to prevent school violence. Southeastern Regional Vision for Education, School of Education, UNC-Greensboro, P. O. Box 5367, Greensboro, North Carolina 27435, (800) 755-3277 or (910) 334-3211.

Kohn, A. (1986). ***No contest: The case against competition***. Boston, MA: Houghton Mifflin Company. Closely reasoned argument against competition and its destructiveness.

Kongshem, L. (1992). Securing your schools. ***Executive Educator,*** 14(6), 30-31. The National School Safety Center pegs the number of gun-toting U. S. students at 100,000. Unless metal detectors are employed as part of a carefully thought-out school safety plan, their use is likely to be ineffective, controversial, and a legal minefield. Random student searches are becoming common. A sidebar describes a Washington, D. C., junior high school's weapons check system.

Lam, J. A., Ph.D. (1989). ***School mediation program evaluation kit.*** Amherst, MA: National Association for Mediation in Education. Includes useful forms and questionnaires.

Loeb, G. D. (1992). Why did you kill our hero? ***Teaching Tolerance,*** 1(1), 14-17. Describes the reactions of a fourth grade class in Oklahoma City (Oklahoma) to the death through racial violence of their hero, a sailor with whom they had corresponded during the Persian Gulf War. The intended lesson in patriotism became a lesson in racism and violence.

Lumsden, L. S. (1992). ***Getting serious about sexual harassment.*** Eugene, OR: ERIC Clearinghouse on Educational Management. Strategies for dealing effectively with sexual harassment in the educational organization are presented in this document.

Madow, L. M. D. (1983). ***Anger: How to recognize and cope with it.*** New York: Scribner's. How to deal effectively with anger.

McMahon, E. T. et al. (1992). ***Teens, crime and the community***. St. Paul, MN: West Publishing Company. This is a textbook that may be used to teach middle and high school students how to avoid crime and violence.

Murdick, N. L. and Gartin, B. C. (1993). How to handle students exhibiting violent behaviors. ***Clearinghouse,*** 66(5), 278-80. Discusses the possible causes of violence by students in the secondary classroom. Outlines steps that teachers and administrators should take to prevent or reduce the impact of students who do exhibit violent behaviors.

Murdock, K. and Kysilko, D. (1993). ***Sexual harassment in schools***. Alexandria, VA: National Association of State Boards of Education. A policy guide for the development and implementation of sexual harassment policy in the school. Copies of the publication can be obtained from the NASBE for $7.50 per copy.

Murr, D. (n.d.). ***Wake county school crisis team handbook.*** Raleigh, NC: Wake County Schools. This handbook for School Crisis Team (SCT) members contains procedural recommendations, specific guidelines, and suggested formats for intervening in school crisis situations.

North Carolina Department of Public Instruction. ***Guidelines for handling crisis situations in the schools.*** Raleigh, NC: North Carolina Department of Public Instruction. This manual was developed to provide school systems with information to identify and respond to crises in their schools and communities. It provides a framework for school systems to establish procedures and guidelines to react appropriately to crisis situations that have the potential for major impact on a school or the school system.

North Carolina General Assembly. (1993). ***Safe Schools Legislation.*** Raleigh, NC: Office of Legislative Services, North Carolina General Assembly. A compilation of the laws passed by the 1993 Session of the General Assembly to address the issues of school violence.

North Carolina Governor's Office. (1993). ***Task force on school violence.*** Raleigh, NC: North Carolina Governor's Office. Findings of a study conducted by the

North Carolina Governor's Task Force on School Violence are presented in this report. A survey of 129 school systems yielded a 100 percent response rate. The data collected indicate that levels of violence increased in 59% of the state's public schools over the past 5 years. A total of 14 Task Force recommendations are made under the following categories: toughen weapon laws; deal with violent students; focus resources on schools; and strengthen the system. Also included are comments and recommendations from public hearings, written recommendations from educators/administrators and community/citizens' groups, and a description of North Carolina programs that address juvenile violence and disciplinary problems.

Ogbu, J. U. (1992). Understanding cultural diversity and learning. ***Educational Research***, 21(8), 5-14,24. Argues that neither the core curriculum nor the multicultural education approach to school reform adequately addresses the problems of minority groups who traditionally have not done well in school. The crucial issue in cultural diversity and learning is the relationship between minority cultures and the U. S. mainstream.

Ordovensky, P. (1993). Facing up to violence. ***Executive Educator,*** 15(1), 22-24. Recent U. S. Education Department surveys find a crime perception gap between administrators and teachers. More teachers than principals say they have problems with student violence, weapons, robberies, verbal and physical abuse, vandalism, and racial tension. National Crime Survey statistics report 16,000 daily thefts and violent crimes on school property. Remedies for confronting gang infiltrations are offered.

Page, R. M. et al. (1992). Interpersonal violence: A priority issue for health education. ***Journal of Health Education,*** 23(5), 286-292. Discusses the need for many interdisciplinary approaches and interventions, including societal and economic reforms, in preventing interpersonal violence. After examining factors related to violent behavior, violence prevention in health promotion, and the health educator's role, the article presents examples of violence prevention efforts.

Ploumis-Devick, E. (1992). ***Appreciating differences: Teaching and learning in a culturally diverse classroom***. Tallahassee, FL: SERVE. This publication, from the Southeastern Regional Vision for Education *Hot Topics: Usable Research* series, is a practical guidebook for helping teachers infuse their curricula with a multicultural perspective. In addition to descriptions of many exemplary school programs and lists of resources and contacts, the publication offers several dozen multicultural activities, lessons, games, and projects that can be used with students of various ages.

Popkin, M. (1987). ***Active parenting: Teaching cooperation, courage, and responsibility***. San Francisco, CA: Harper and Row. Presents theory and methods for "democratic parenting;" helps parents examine their parenting styles and practices.

Rationale for starting a program: General packet. Amherst, MA: National Association for Mediation in Education. A collection of articles from magazines and journals that deal with mediation.

Reissman, R. (1991). Crimebusters or "rightbusters"? ***Update on Law-Related Education,*** 15(2), 18-19. Discusses fictional media portrayals of crime fighting, such as Superman and Dick Tracy programs, that often constitute civil rights violations. Describes a learning activity that calls upon students to observe and log such portrayals and evaluate them critically. Suggests sources of program materials and lists other activities on the topic.

Rich, J. M. (1992). Predicting and controlling school violence. ***Contemporary Education,*** 64(1), 35-39. Discusses the extent to which violence can be accurately predicted, suggesting interventions, control, and remediation. The educator's role in reducing violence includes dealing with the school, parents, media, and community. Educators need conflict resolution skills for defusing aggression and establishing better relations.

Riddle, P. and Johnson, G. A. (1983). Sexual harassment: What role should health educators play? ***Health Education***, 14(1), 20-23. Health educators can encourage educational institutions and other organizations to develop programs that teach people to deal with sexual harassment. Such programs should: (1) build awareness of the problem; (2) help define suitable workplace behavior; and (3) develop skills, such as self-assertiveness, to ward off offensive behavior.

Roberts, D. F. (1993). Adolescents and the mass media: From "Leave it to Beaver" to "Beverly Hills 90210." ***Teachers College Record,*** 94(3), 629-644. Discusses the effect of the mass media, particularly the influence of violence and sex, on adolescents, noting the paucity of research on the subject. The article recommends a compromise between censorship and free expression. It examines how teachers and parents can help by discussing media messages with students.

Roderick, T. December 1987/January 1988. Johnny can learn to negotiate. ***Educational Leadership.*** Origins of school-based conflict resolution programs and how they work.

Rosen, L. (1992). ***School discipline practices: A manual for school administrators.*** Perrysburg, Ohio: School Justice Institute, Incorporated. This manual provides a series of suggestions on ways that successful schools and administrators deal with discipline problems. Models and examples included are intended to stimulate and assist practicing administrators when they attempt to review discipline procedures and practices in their schools. The manual is organized into seven chapters on the following topics: (1) the need for school rules; (2) the need for consequences for misbehavior; (3) the need for conflict management; (4) the need for procedural justice; (5) the need for equal opportunity; (6) the need for violence-free campuses; and (7) the need for drug-free schools. Numerous sample forms such as "Daily Assignment Log," "Weekly Behavior Contract," and "Twelve Ways to Settle Disputes," are dispersed throughout the manual.

Rosenblatt, R. (1983). ***Children of war***. New York: Anchor Press/Doubleday. The author has traveled widely to discover what children in war torn countries think and feel about the violence around them. The children he interviews shine through as champions of order in the midst of chaos, quietly resistant to adult attempts to use their tragedies as tools of ideology or instruments of revenge.

Safe schools: A planning guide for action. (n.d.). Sacramento, CA: School Climate and Student Support, State Department of Education. This document is a guide to assist schools in the planning process to make them safer and more effective. It includes a model for a safe school, a step-by-step guide for establishing safe schools, and specific examples of actions and strategies.

Samuel, D. T. (1975). ***Safe-passage on city streets***. Nashville, TN: Abingdon Press. An optimistic and easy-to-read book of experiences in which people have countered violence with non-violence--good for use with students.

Schmidt, F. and Friedman, A. (n.d.). ***Fighting fair for families***. Miami Beach, FL: Peace Education Foundation, Incorporated. This booklet offers many practical, down-to-earth suggestions to help families improve communication and coping skills. Learn how to cool down the emotions, avoid a contest of wills, turn problems into possibilities, use "I Care" messages, negotiate and mediate. A Fighting Fair poster sized to fit on your refrigerator is included.

School safety journal and national school safety center report. (n.d.). Westlake Village, CA: National School Safety Center. This periodical offers timely information on school violence prevention efforts around the nation.

Shelton, M. M. (1990). Don't let sexual harassment be your school's dirty secret. ***Executive Educator***, 12(6), 26-27. Defines sexual harassment; cites relevant laws and regulations; and outlines schools administrators' responsibility to have a written policy prohibiting sexual harassment and an established procedure to follow in the event of harassment. Provides a sample employee complaint procedure.

Simpson, R. L. et al. (1991). ***Programming for aggressive and violent students.*** Reston, VA: Council for Exceptional Children. This booklet provides a synthesis of the literature and practical suggestions on dealing with violence and aggression in the schools. It is designed to help educators develop the skills to become more competent in preventing and responding to aggressive and violent acts. Particular attention is given to application of a transdisciplinary model. The first two sections provide an introduction and synthesis of relevant practitioner oriented research, including background information on aggression and violence as well as programs and procedures for responding to these problems. The third section focuses on implications for program development and program administration, specifically program ownership, transdisciplinary team member roles, flexible departmentalization, and supportive attitudes. The fourth section provides recommendations for teachers and administrators who work with students who are aggressive and violent, such as facilitating parent involvement, using the case manager system, and establishing a student advocacy program. The final section lists professional literature, advocacy organizations, professional organizations, and programs to help professionals.

Special focus. Preventing violence: Program ideas and examples. (1992). Washington, DC: National Crime Prevention Council. This booklet presents a cross-section of anti-violence programs representing a broad spectrum of partners, audiences, and long- and short- term efforts to address violence concerns in communities.

Stanford, B. (1976). ***Peacemaking.*** New York: Bantam Books. A comprehensive introduction to conflict resolution by a leading educator in the field. Contains many exercises that can be used with high school students.

Suarez, T. M. (1992). ***Creating safe environments for learning in North Carolina.*** Chapel Hill, NC: N. C. Educational Policy Research Center, UNC-Chapel Hill School of Education. The author presents an overview of the policies and strategies in place in North Carolina schools as of 1992 to intervene in and prevent school violence. Based on this overview recommendations are presented and discussed for making North Carolina's schools safer.

Successfully teaching high school health. (1992). Boiling Springs, NC: North Carolina Association for the Advancement of Health Education. This document was created to assist teachers in providing quality health education. Members of North Carolina Association for the Advancement of Health Education have written, reviewed, revised, printed, and distributed the manual. In producing the manual NCAAHE has given teachers the resources (activities, content, and methods) to implement the new North Carolina Standard Course of Study in ways that are meaningful and relevant to North Carolina High School Students.

Tannen, D. (1990). ***You just don't understand***. New York: Ballantine Books. The importance of listening more carefully to what others are saying and being more sensitive to what others are hearing.

Time for action: Violence in North Carolina public schools. (1993). Raleigh, NC: North Carolina Education and Law Project. Thirteen recommendations are presented for making public schools in North Carolina safer.

Title IX: A practical guide to achieving sex equity in education. (1988). National Coalition for Women and Girls Education. Title IV of the Education Amendments of 1972 is the principal federal law which prohibits sex discrimination in education. This monograph sets forth the extent of Title IX's coverage by subject area, describes the obligations of covered institutions, and explains how victims of discrimination can enforce their Title IX right. While dealing with legal issues, the discussion is not designed to be a technical, legal one. Subjects covered include: (1) sex discrimination in admissions to educational institutions; (2) discrimination on the basis of pregnancy and marital status; (3) employment discrimination; (4) Title IX and sports; (5) sexual harassment in educational institutions; (6) student services; (7) Title IX in vocational education; (8) Title IX enforcement; and (9) affirmative action.

Toby, J. (1983). ***Violence in schools.*** Washington, DC: National Institute of Justice, Department of Justice. This brief summarizes what is presently known about violence in schools and provides recommendations for preventing the violence. The following findings are presented concerning the prevalence of school violence: (1) both teachers and students are in greater danger of losing their property through theft than of being assaulted or robbed; (2) both teacher and students tend to be victimized more violently in larger cities; (3) rates of assaults on and robberies of students were twice as great in junior high schools as in high schools; and (4) there is no difference in the robbery rate of teachers in junior and senior high school

except in the largest cities. The following survey findings are presented concerning reactions to school violence: (1) four percent of all secondary school students said that they stayed home from school out of fear at least once in the past month; and (2) 12 percent of secondary school teachers said that they had hesitated to confront misbehaving students in the past month. The following findings are presented concerning perpetrators of school violence: (1) students are the main perpetrators nationwide; and (2) in large cities the majority of perpetrators are strangers to the victims. Recommendations are made to lower the compulsory attendance age to 15 or lower in order to eliminate those students who view school as a prison or as a compulsory recreation center, and thus provide a safe environment for those who want to attend. Six tables and seven references are included.

Travis, C. (1982). ***Anger: The misunderstood emotion***. New York: Simon and Schuster. A witty and highly readable survey of research that challenges nearly all commonly held assumptions about anger.

Violence in the schools: A national, state and local crisis. (1994). Albany, NY: State Education Department. This background paper on school violence explores the problem. It identifies the causes and factors associated with violence and discusses strategies to reduce violence in the schools. Federal, New York State, and other state initiatives are presented focusing on reducing violence in the schools.

Wallach, L. B. (1991). "Helping children cope with the consequences of violence." Paper presented at the Annual Meeting of the National Association for the Education of Young Children. The first part of this paper on the developmental consequences of children's exposure to chronic violence provides background information on the problem of violence. Developmental consequences of exposure to domestic and community violence for children at various developmental levels are briefly outlined. Consequences for children include: (1) mis-socialization into the use of violence; (2) impaired learning ability; (3) feelings of guilt and worthlessness; (4) inability to see a hopeful future; (5) helplessness; and (6) regression to earlier developmental stages. Factors that might protect children from the consequences of violence include the child's temperament; supportive adults; and alternative experiences provided by schools, day care facilities, and after-school programs. The second part of the paper discusses ways to offset the negative effects of violence on children.

Youngs, B. B., (1986). ***Helping your teenager deal with stress***. Los Angeles, CA: Jeremy P. Tarcher. Helps parents recognize children's problems and work toward solutions.

Zeichner, K. M. (1993). ***Educating teachers for cultural diversity.*** East Lansing, MI: National Center for Research on Teacher Learning. This report addresses various dimensions of a major policy issue in teacher education--the need to help all teachers acquire the attitudes, knowledge, skills, and dispositions necessary to work effectively with a diverse student population. The differences are related to social class, ethnicity, culture, and language. The problem of educating teachers for diversity is one of educating white, monolingual, and mostly female teacher education students during pre-service teacher education. Several aspects of the problem are outlined under the headings: ideas about what teachers need to be like,

know, and be able to do to teach ethnic and language minority students successfully; alternative approaches to the education of prospective teachers to teach ethnic and language students; and different views of teacher learning. Two tables: "Key Elements in Effective Teaching for Ethnic and Language Minority Students" and "Key Elements of Effective Teacher Education for Diversity" are included.

BOOKS, ARTICLES AND PAPERS NOT ANNOTATED

BOOKS/ARTICLES/PAPERS
NOT ANNOTATED

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VIDEOS

VIDEOS

A Catalyst for Action. 1990. Published by Community Youth Gang Services, Los Angeles, CA.
(213) 266-4264

A Fistful of Words. Adult Version by Resolving Conflict Creatively Program. 1990. Published by Resolving Conflict Creatively Program, New York.
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A Fistful of Words. Student Version by Resolving Conflict Creatively Program. 1990. Published by Resolving Conflict Creatively Program, New York.
(212) 260-6290

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(708) 480-5760
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An Eye for An Eye...Makes the Whole World Blind. by Resolving Conflict Creatively Program. 1991. Published by Resolving Conflict Creatively Program, New York.
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(617) 534-5196

Art of Setting Limits, The
National Crisis Prevention Institute, Incorporated
3315-K North 124th Street
Brookfield, WI 53005
(800) 558-8976
(414) 783-5787
(414) 783-5906
This is a video training program along with a Leader's Guide and workbook. The program provides instruction in several strategies-defusion, de-escalation and limit setting--for crisis management.

Big Changes, Big Choices
Live Wire Video Publishers
3315 Sacramento Street
San Francisco, CA 94118
(415) 546-9500
(800) 359-KIDS
This is a 12-part video series for middle school students. Video titles include The Three R's of Growing Up, You and Your Values, Enhancing Self-Esteem, Setting and Achieving Goals, Dealing with Pressures, Handling Emotions, Preventing Conflicts and Violence, Saying "No" to Alcohol and Other Drugs, Speaking of Sex, Friendship, Getting Along with Parents and Respecting Others.

Chaos to Calm..Creating Safe Schools hosted by Tom Bosley explores the programs and personalities that have turned "battlegrounds" into model campuses. Published by Film Ideas, Incorporated, 3710 Commercial Avenue, Suite 13, Northbrook, IL 60062.
(708) 480-5760
(800) 475-3456
Fax (708) 480-7496

Come in Planet Earth: Are You Listening? by Planet Earth Project. 1990. Published by Grace Contrino

Abrams Peace Education Foundation.
(305) 576-5075

Conflict Managers in Action. 1988. Published by Community Board Program, San Francisco, CA.
(415) 552-1250

Deadly Force: Teens on Target Promotion Film by Teens on Target. 1991. Published by Teens on Target, Youth Alive and Oakland Unified School District.
(510) 450-6225

Dealing with Anger: Givin' It, Takin' It, and Workin' It Out by Positive Adolescent Choices Training Program. 1991. Published by Ellis Human Development Institute, School of Professional Psychology, Wright State University.
513-873-4300

Don't Fight by Violence Prevention Project. Published by Violence Prevention Project, Boston City Hospital. Department of Hospitals, Boston, MA.
(617) 534-5196

Facing Up. 1990. Published by Committee for Children. Seattle, WA.
(206) 322-5050

Guns and Teens by Center to Prevent Handgun Violence and Youth Crime Watch of Dade County Florida. 1989. Published by Center to Prevent Handgun Violence, Washington, DC.
(202) 289-7319

Hurtful Words: Thinking About What We Say Before We Say It Is Important. 1993. A theme of thinking about what we say before we say it is maintained throughout this culturally diverse video as we learn the best way to "stop" and "think" in order to avoid using unkind actions or *hurtful words.* Published by Film Ideas, Incorporated, 3710 Commercial Avenue, Suite 13, Northbrook, IL 60062.
(708) 480-5760
(800) 475-3456
Fax (708) 480-7496

I'm in Control by Wholistic Stress Control Institute. 1987. Published by Wholistic Stress Control Institute, Atlanta, GA.
(404) 344-2101

In Our Schools You Don't
Winston-Salem/Forsyth County Schools
P. O. Box 2513
Winston Salem, NC 27102
In response to the increasing incidents of firearms and other weapons on school property, the North Carolina General Assembly passed a law to make possession of a firearm or other weapon on school property a felony. This video gives an overview of the problem, explains zero tolerance of weapons on school property, legal terms and the legal consequences for violation of the law. Produced by the Winston-Salem/Forsyth County Schools as part of the series: "Educating Our Community."

Interpersonal Conflict
Identifies the relationship stressors. Viewers develop communication and relationship skills necessary to minimize conflict. Published by NIMCO, 117 Highway 815, P. O. Box 9, Calhoun, KY 42327-0009.

Making A Difference by Resolving Conflict Creatively Program. 1989. Published by Resolving Conflict Creatively Program, New York.
(212) 260-6290

More Than Manners. Published by Film Ideas, Incorporated, 3710 Commercial Avenue, Suite 13, Northbrook, IL 60062.
(708) 480-5760
(800) 475-3456
Fax (708) 480-7496

My Girl: Battering in Teen Relationships by Creighton, A. 1987. Published by Battered Women's Alternatives and KRON-TV, San Francisco, CA.
(510) 676-7748

Names Can Really Hurt Us by Resolving Conflict Creatively Program. 1989. Published by Anti-Defamation League of B'nai Brith., New York.
(212) 490-2525

Peer Mediation by Fred Schrumpf, Donna Crawford, and H. Chu Usadel. This video is a peer mediation program that gives step by step directions. The video tape shows "real" mediation taking place. Published by Research Press, Department 170, P. O. Box 9177, Champaign, IL 61826.

Power of Choice, The
Live Wire Video Publishers
3315 Sacramento Street
San Francisco, CA 94118
(415) 564-9500
This is a 12-part PBS television series in which comedian/teen counselor Michael Pritchard helps young people discover they have power of choice, are responsible for the choices, and owe it to themselves to choose the best. The issues discussed include values, self-esteem, coping with pressures, drug use and alcohol drinking while driving, sex, friendship and dating, depression and suicide, and communicating with parents.

Power to Choose by Gamache, D., and J. P. Weiner. 1988. Published by National Council of Jewish Women and Agency for Instructional Technology. Minneapolis.
(612) 646-6177

Public Violence, Private Crisis by WGBH. Violence Prevention Project. 1989. Published by Coronet, Michigan.
(617) 492-2777

Safe Schools...A Guide for Action by Pat Morita offers a simple proven method that your schools can use to create a safe and positive learning environment. Published by Film Ideas, Incorporated, 3710 Commercial Avenue, Suite 13, Northbrook, IL 60062. (708) 480-5760
(800) 475-3456
Fax (708) 480-7496

Teen-Parent Conflict: Making Things Better
This video helps teenagers understand the nature of teen-parent conflict and offers specific techniques for dealing with it. Shows students that the more they act like adults, the more their parents will treat them as adults. The video deals with the issue of trust, and teaches the skills of negotiation as a technique for resolving conflict. Published by Sunburst, 39 Washington Avenue, P. O. Box 40, Pleasantville, NY 10570-0040.

Violence Prevention: A Guide to the Course. by Prothrow-Stith, Deborah. 1987. Published by the Education Development Center, Incorporated.
(617) 969-7100

Wasted Dreams by Rehabilitation Institute of Michigan. 1990. Published by The Covideo Company, Detroit, MI.
(800) 475-3456

Wasted Dreams: A Peer to Peer Video Dealing with Guns and Violence. This video shows the effects of violence on seven young men. It provides an opportunity to see and hear these men as they speak about their experience with guns. They tell you the importance in carefully choosing your friends and the reasons to avoid potentially violent situations and confrontations. They *show* you what the alternatives could be. What these seven young men have to say to their peers is necessary survival information in a

society where guns, drugs and gang activity interface with daily life. Published by Film Ideas, Incorporated, 3710 Commercial Avenue, Suite 13, Northbrook, IL 60062.
(708) 480-5760
(800) 475-3456
Fax (708) 480-7496

When Love Hurts by Humphrey, A. 1988. Published by Marin Abused Women's Services and Video Pix., San Rafael, CA.
(415) 457-2464

Where Have All the Children Gone? by New Center Community Services. 1989. Published by NIMCO, Incorporated, 117 Highway 815, P. O. Box 9, Calhoun, KY 42327-0009
(502) 273-5050

Working it out at Madison. This video deals with conflict resolution and peer mediation. Published by Bureau for At-Risk Youth, 79 Carley Avenue, Huntington, NY 11743.
(800) 99Y-OUTH

You Can Choose!
Live Wire Video Publishers
3315 Sacramento Street
San Francisco, California 94118
(415) 564-9500
(800) 359-KIDS
(415) 665-8006
This is a 10-part video series which teaches elementary children life skills. Topics in the series are cooperation, responsibility, dealing with feelings, saying no, dealing with disappointment, resolving conflicts, being friends, asking for help, appreciating yourself, and doing the right
thing.

PUBLISHERS

PUBLISHERS

Educational Media Corporation
4256 Central Avenue NE
Box 21311
Minneapolis MN 55421-0311
(800) 966-3382
Catalog of resources for materials, books, videos about peer helping, conflict resolution, peer mediation, prevention education, group activities, and developmental guidance.

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617) 492-1764
Educators for Social Responsibility offers a broad range of educational products and services. They include curricula institutes, workshops, videos, software products, and journals.

Lee Canter and Associates
P. O. Box 2113
Department H
Santa Monica, CA 90407-2113
(800) 262-4347
Staff development program on video along with support materials are available for purchase. Topics include motivation, behavior management, violence prevention, parent involvement and administrative tools.

ORGANIZATIONS

ORGANIZATIONS

American Arab Anti-Discrimination Committee, The
4201 Connecticut Ave., NW
Suite 500
Washington, DC 20008
(202) 244-2990
The ADC is a civil rights organization devoted to the elimination of discrimination against Arabs and Arab-Americans. It collects and disseminates statistics on anti-Arab hate crime and maintains a legal services division.

American Bar Association Special Committee on Dispute Resolution
1800 M Street, NW
Washington, DC 20036
(202) 331-2258
The ABA committee is a clearinghouse in the field of school mediation and publishes the *Directory to School Mediation Projects* which is available to schools.

American Jewish Committee Institute of Human Relations
165 East 56th Street
New York, NY 10022
(212) 751-4000
The AJC was established in 1906 as a human relations organization to protect the safety and security of Jews everywhere. Since then, it has expanded its scope to include activities that safeguard the human rights of all American citizens. Forty chapters exist around the United States. They have developed conflict resolution programs such as "Ethnic Sharing" for use by schools and other institutions.

Boys and Girls Clubs of America
611 Rockville Pike, Suite 230
Rockville, MD 20852
(301) 251-6676
This national nonprofit youth organization provides support services to 1,240 Boys and Girls Club facilities that help over 1.6 million young people nationwide connect with opportunities for personal growth and achievement. It is the only major nationwide youth agency with a primary mission of service to disadvantaged girls and boys.

Bureau of Alcohol, Tobacco and Firearms
U. S. Treasury Department
650 Massachusetts Ave., NW
Washington, DC 20226
(202) 927-7777
BATF operates a hotline, 800-ATF-GUNS, that individuals can call to report possible firearms, drug or gang activity and other crimes. Agents staffing the hotline share these tips with local, state and federal law enforcement agencies.

Bureau of Justice Assistance Clearinghouse
Box 6000
Rockville, MD 20850
(800) 688-4252
This clearinghouse provides information and publications on BJA funded anti-crime and anti-drug programs, including formula grants, technical assistance, training, and demonstration projects. Seven federal clearinghouses can be reached by calling 800-788-2800. Of special interest to educators are the National Clearinghouse for Alcohol and Drug Information, the Drugs and Crime Data Center, the Drug Abuse Information and Referral Hotline, the Drug Information Strategy Clearinghouse, and the National Criminal Justice Reference Service.

Center for Democratic Renewal
Post Office Box 50469
Atlanta, GA 30302
(404) 221-0025
The Center is a national civil rights organization that monitors white supremacists and far right activities. It

also helps communities in combating hate violence.

Center for Peace Education, The
118-A East Main Street
Carrboro, NC 27510
(919) 929-9821
The Center is a non-profit educational group, established to promote and develop effective ways to instill the skills of peaceful living into our society.

Center to Prevent Handgun Violence
1225 I Street, NW
Suite 1150
Washington, DC 20005
(202) 289-7319
This organization provides educational materials for adults and children on preventing gun deaths and injuries. It offers information about children and gun violence, firearm homicide, suicide, and unintentional shootings, violence in schools, black-on-black violence, and conflict resolution.

Children's Creative Response to Conflict
Box 271
523 North Broadway
Nyack, NY 10960
(914) 358-4601
CCRC offers workshops in creative conflict resolution for children and people who work with children, emphasizing themes of cooperation, communication, affirmation (building self-esteem), and conflict resolution. They also publish a source book of activities, *The Friendly Classroom for a Small Planet.*

Educators for Social Responsibility (ESR National)
Larry Derringer
Associate Director
23 Garden Street
Cambridge, MA 02138
(617) 492-1764
This group develops curriculum materials, professional development training, and school programs in conflict resolution and cooperative learning.

Intercultural Communication Institute
8835 Southwest Canyon Lane
Suite 238
Portland, OR 97225
(503) 297-4622
The Intercultural Communication Institute is a non-profit organization designed to foster an awareness and appreciation of cultural differences. The Institute is based on the belief that education and training in intercultural communication will improve competence in dealing with cultural diversity and minimize destructive conflicts among national, cultural, and ethnic groups. It provides technical assistance to schools and groups on a variety of topics related to intergroup relations.

Klanwatch Project
Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(205) 264-0286
The Southern Poverty Law Center, founded in 1971, is a nonprofit foundation supported by private donations. The Center's Klanwatch Project was formed in 1980 to help curb Ku Klux Klan and racist violence through litigation, education, and monitoring. Since 1980, lawsuits have resulted in federal civil rights indictments against numerous hate groups around the nation.

Male Health Alliance for Life Extension
10 Sunnybrook Rd.
Post Office Box 1409
Raleigh, NC 27620
(919) 250-4535
The MHALE program targets at-risk African-American males aged 11-17 and provides life skills training, vocational education and counseling, conflict-resolution training, and remedial basic education.

Mediation Network of North Carolina
P. O. Box 241
Chapel Hill, NC 27514-0241
(919) 929-6333
Consultation and training is provided through a network of North Carolina Dispute Settlement Centers.

National Association for Mediation in Education
425 Amity Street
Amherst, MA 01002
(413) 545-2462
NAME is a national clearinghouse for information about conflict-resolution programs in schools.

National Institute Against Prejudice and Violence
710 Lombard Street
Baltimore, MD 21201
(410) 706-5170
The purpose of the Institute is to study and respond to the problem of violence and intimidation motivated by racial, religious, ethnic, or anti-gay prejudice. Activities include collecting, analyzing, producing, and disseminating information and materials on programs of prevention and response. The Institute conducts research on the causes and prevalence of prejudice and violence and their effects on victims and society; provides technical assistance to public agencies, voluntary organizations, schools, and communities in conflict; analyzes and drafts model legislation; conducts educational and training programs; and sponsors conferences, symposia, and other forums for information exchange among experts.

National Institute for Dispute Resolution
1901 L. Street, NW 600
Washington, DC 20036
(202) 466-4764
This organization works to enhance the understanding, acceptance, and development of a spectrum of tools to resolve conflict, including mediation, arbitration, and negotiation. Among its current grant programs and initiatives are Mediation in Schools, Community-Based Dispute Resolution Centers, Court-Based Dispute Resolution Programs, and Statewide Offices of Mediation.

National Victims Resource Center
Box 6000 - AJE
Rockville, MD 20850
800-627-6872 or
(301) 251-5525/5519
The NVRC is a national clearinghouse for victims' information funded by the Office for Victims of Crime, U. S. Department of Justice. The NVRC is one of several information resources maintained by the National Criminal Justice Reference Service. Information specialists at the NVRC have access to a database that indexes more than 7,000 victim-related books and articles with information on child physical and sexual abuse, victims' services, domestic violence, victim-witness programs, and violent crime.

North Carolina Center for the Prevention of School Violence
3824 Barrett Drive
Suite 303
Raleigh, NC 27615
(919) 571-5354
(800) 299-6054
The Center functions as a clearinghouse for information and provides technical assistance and program development expertise aimed at preventing violence in schools. The Center works in cooperation with the Department of Crime Control and Public Safety, the Department of Public Instruction, the Attorney General's Office and the Department of Human Resources to coordinate programs aimed at helping local school boards, law enforcement agencies and community leaders eliminate violence in our schools. In addition to being an information agency, the Center coordinates funding to schools and

communities for innovative programs that reduce violence in public schools.

North Carolina Peer Helper Association
111 West Pine Street
Graham, NC 27253
Contact: Linda Ford
(910) 229-5656
Offers information regarding peer helping, peer tutoring, peer leadership, peer mediation. Individual memberships are $20.00, and organization memberships are $50.00.

Peace Education Foundation, Inc.
2627 Biscayne Blvd.
Miami, FL 33137-4532
(305) 576-5075
A non-profit educational organization which believes in teaching children the skills they need to find creative and non-destructive ways to settle conflicts in order to live in harmony with themselves and others.

Respecting Ethnic and Cultural Heritage Center for Multicultural and Global Education. 1993. The REACH Center is a non-profit organization providing educational services to schools, universities, social service agencies and businesses throughout the United States. The REACH Center specializes in cultural awareness training and the production of educational materials which build a positive understanding of cultural diversity. Published by REACH Center, 180 Nickerson Street, Suite 212, Seattle, WA 98109.
(206) 284-8584
Fax (206) 285-2073

American Association of Retired Persons.
Criminal Justice Services
601 East Street, NW
Building B, Fifth Floor
Washington, DC 20049
(202) 728-4363

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700

Center for Research on Aggression
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13244-2280
(315) 443-9641

Community Guidance Clinic
Trent and Elva Streets
Durham, NC 27705
(919) 684-3044
Community Relations Service
U. S. Department of Justice
5550 Friendship Blvd., Suite 330
Chevy Chase, MD 20815
(301) 492-5929

CSN Adolescent Violence Prevention Resource Center Education Development Center, Incorporated
55 Chapel St.
Newton, MA 02160
617-969-7100 Extension 379
Contact: Rebecca Atnafou
(617) 969-7100 Extension 379

Division of Injury Control National Center for Injury Prevention and Control
Centers for Disease Control
4770 Buford Highway, NE
Atlanta, GA 30348
(404) 488-4690

Education Development Center Incorporated
55 Chapel Street
Newton, MA 02160
(617) 969-7100

I Am Somebody, Period, Inc.
851 Pinewell Drive

Cincinnati, OH 45255
(513) 474-4449

Judge Baker Guidance Center
295 Longwood Avenue
Boston, MA 02115
(617) 232-8390

National Alliance for Safe Schools
4903 Edgemoor Lane, Suite 403
Bethesda, MD 20814
(301) 654-2774

National Assault Prevention Center
P. O. Box 02005
Columbus, OH 43202
(614) 291-2540

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091-1598
(703) 860-0200

National Center for the Study of Corporal Punishment and Alternatives in the Schools
Temple University
253 Ritter Annex
Philadelphia, PA 19122
(215) 787-6091

National Committee for the Prevention of Child Abuse
332 South Michigan Avenue
Suite 1600
Chicago, IL 60604-3817
(312) 633-3520

National Crime Prevention Council
1700 K Street
Washington, DC 20006
(202) 466-6272

National Crime Prevention Institute
Brigman Hall
University of Louisville
Louisville, KY 40292
(502) 588-6987

National Exchange Clubs Foundation for the Prevention of Child Abuse
3050 Central Avenue
Toledo, OH 43606
(419) 535-3232

National McGruff House Network
1879 South Main
Suite 180
Salt Lake City, UT 84115
(801) 486-8768

National Organization for Victim Assistance
1757 Park Road, NW
Washington, DC 20010
(202) 232-6682

National PTA, The
700 North Rush Street
Chicago, IL 60611-2571
(312) 787-0977

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6760

National School Safety Center
4165 Thousand Oaks Boulevard
Suite 290
Westlake Village, CA 91362
(805) 373-9977

National Urban League, Inc. Stop the Violence Clearinghouse
500 East 62nd Street
New York, NY 10021
(212) 310-9000

National Victim Center
309 West 7th Street, Suite 705
Fort Worth, TX 76102
(817) 877-3355

Natural Helpers (Peer Counseling)
Roberts, Fitzmahan and Associates
9131 California Avenue, SW
Seattle, WA 98136-2599
(206) 932-8409

Office of School Safety
New York City Board of Education
600 East 6th Street
New York, NY 10009
(212) 979-3300

Prevention Intervention Program in Trauma, Violence and Sudden Bereavement in Childhood
Dr. Roberts S. Pynoos, Director
UCLA Department of Psychiatry and Biobehavioral Sciences
750 Westwood Plaza
Los Angeles, CA 90024
(310) 206-8973

Society for the Prevention of Violence
3109 Mayfield Rd.
Room 207
Cleveland Heights, OH 44118
(216) 371-5545

SCHOOL RESOURCE OFFICER PROGRAM

SCHOOL RESOURCE OFFICER PROGRAM

The School Resource Officer Program originated in Flint, Michigan in the late fifties. The project placed an officer in the junior and senior high schools as a police officer/counselor. The program is still in effect and has proven to be an effective dialogue between peace officers and young people.

Since its inception in Flint, the School Resource Officer program has spread throughout the United States. The State of Florida has a more extensive program than any other state in the country. Florida is also the first state to have an association of School Resource Officers. In July 1991, the National Association of School Resource Officers was formed.

A number of North Carolina school systems now have School Resource Officers. The North Carolina Academy of Justice offers School Resource Officer Training.

DUTIES OF THE SCHOOL RESOURCE OFFICER

A. The S.R.O. is a PEACE OFFICER:

1. The S. R. O. is directly involved in pre-delinquent identification and presenting an image, so as to change the attitudes and behavior of students in the schools and to allow for a more personal approach to law enforcement. This is very similar to the concept of the beat officer, who lives in his area and works with the same people all the time. This allows the officer to know his students and their particular needs and problems. Conversely, the students get to know something about the officer and understand that he/she is a person also.

2. The School Resource Officer is responsible for preventing crime in the school and investigating and making arrests for offenses as necessary.

B. The S.R.O. is a TEACHER:

1. The S.R.O. conducts actual classes concerning law related subjects. The officer is also in a position to make casual visits to classrooms, answer questions on an individual basis, and to speak to outside groups such as civic organizations.

C. The S.R.O. is a COUNSELOR:

1. The S.R.O. is a source of counseling in areas which may affect the educational environment, but may be of a law-related nature.

School Resource Officers are under the immediate control of the local law enforcement agency supervisors, but also cooperate and work with the school administration on matters that are of concern to the school.

Pre-delinquent identification is the crime prevention task performed by the S.R.O. The officer works with young people who are "fence walkers" and could go either way in their behavior. Intensive counseling and other contact oriented techniques can be employed to alter the young persons behavior and keep them on the good side of law enforcement.

S A M P L E

CUMBERLAND COUNTY SCHOOLS

DUTIES AND RESPONSIBILITIES OF SCHOOL RESOURCE OFFICERS

SCHOOL RESOURCE OFFICERS SHALL:

1. Abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment and supervision.

2. Develop expertise in presenting various subjects such as understanding the laws, the police officers, and the police mission.

3. Encourage individual and small group discussions about law enforcement related matters with students, faculty and parents.

4. Refrain completely from functioning as a school disciplinarian. If the principal believes an incident is a law violation, he shall contact the police school resource officer who shall then determine whether law enforcement action is appropriate.

5. Attend meetings of parent and faculty groups to solicit their support and understanding of the police school resource program and to promote awareness of law enforcement functions.

6. Make themselves available for conferences with students, parents, and faculty members to assist them with problems of a law enforcement or crime prevention nature. (Nothing herein requires that confidential information obtained be disclosed.)

7. Serve as a member of the school student services committee and will be familiar with all community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc., and may make referrals when appropriate.

8. Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.

9. Perform duties as determined by the principal other than those regularly assigned to school personnel such as lunchroom or hall duty. (Nothing herein is intended to preclude the officer from being available in areas where interaction with students is expected.)

10. Abide by school board policy concerning interviews should it become necessary to conduct formal police interviews with students or staff on property or at school functions under the jurisdiction of the Cumberland County School Board.

11. Take law enforcement action as necessary and notify the principal of the school as soon as possible, whenever practicable advise the principal before requesting additional enforcement assistance on campus and undertake all additional law enforcement responsibilities at the principal's direction.

12. Give assistance to police officers in matters regarding the duties of resource officers whenever necessary.

13. Promote citizen awareness of law enforcement efforts, to assure the peaceful operation of school-related programs, and to build support with students, police school resource officers will, whenever possible participate in or attend school functions.

14. Reaffirm their roles as law enforcement officers by wearing their uniforms, unless doing so would be inappropriate for scheduled school activities. (The uniform will also be worn at events where it will enhance the image of the officers and their ability to perform their duties.)

15. Coordinate with the principal for extra duty security and be responsible for security and law enforcement activity at extracurricular events as determined by the principal.

S A M P L E

SCHOOL RESOURCE OFFICER PROGRAM

I. SCHOOL RESOURCE OFFICER PROGRAM

The School Resource Officer (SRO) Program is a service of the Mecklenburg County Police Department in cooperation with the Charlotte-Mecklenburg Schools.

A. Purpose of Program

Assignment of a uniformed police officer to each high school and designated junior high and elementary school within the areas served by the Mecklenburg County Police Department to work in full cooperation with the schools' administrators, students, faculties, and staff to:

1. Establish a liaison with school personnel in a cooperative effort to prevent juvenile delinquency.

2. Help maintain a safe and secure environment on campus which will be conducive to learning and help prevent criminal activities and disturbances.

3. Promote positive attitudes regarding the police role in society and to inform students of their rights and responsibilities as lawful citizens.

B. Objectives of the Program

1. To decrease criminal offenses committed against persons and property in the schools.

2. To help students learn more about the law and the criminal justice system.

3. To familiarize students with law enforcement personnel and their objectives.

4. To promote close working relationships between law enforcement and the students and faculty of the schools, to improve communication, and to promote mutual respect for all parties.

C. Duties of the School Resource Officer

1. To prevent juvenile delinquency through close contact with students and school personnel.

2. To establish liaison with school principals, faculty, and students.

3. To establish and maintain liaison with school security staff and SROs of the Charlotte Police Department.

4. To inform the students of their rights and responsibilities as lawful citizens.

5. To provide liaison between students and social agencies which provide needed services.

6. To act as a liaison resource to the principal in investigating criminal law violations occurring in the school or on school property.

7. To assist administration and faculty in formulating criminal justice programs.

8. To formulate educational crime prevention programs to reduce the opportunity for crimes against persons and property in the schools.

9. To participate in the Parent-Teacher Association meetings as requested.

10. To participate in campus activities, student organizations, and athletic events when invited and when feasible.

11. To be aware at all times of the responsibility to improve the image of the uniformed law enforcement officer in the eyes of the students and the community.

D. Personnel Assignment

1. Selection of officers for assignment to the SRO Program is made by the Chief of Police and his staff.

2. Officers selected are assigned to the department's Selective Services Unit and report to the Unit's Supervisor.

   a. Each SRO shall be assigned to one high school and/or other designated junior high and elementary schools in the Charlotte-Mecklenburg School System within the county.

   b. Each SRO shall be given additional responsibilities with non-public schools in the area to which he/she is assigned.

3. The SRO shall work Monday through Friday with Saturday and Sunday off and will report directly to the assigned schools at predetermined times.

4. The Selective Enforcement Supervisor and each SRO will be assigned a radio pager (beeper) by the school system. The pager will be kept on while the SRO is on duty. Pager numbers should be given out with discretion.

5. Dress for the SRO shall be the police uniform of the day. Civilian clothes may be worn for special situations with supervisory approval.

6. Inspection of the SRO's uniform, equipment, and vehicle will be conducted regularly by the Unit Supervisor.

E. Scope of Accountability of the SRO

1. The SRO is, first, a police officer whose primary duty is enforcement of the law.

2. Each SRO shall be familiar with the Charlotte-Mecklenburg Schools' Student Behavior Guidelines & Discipline Policies.

3. The SRO shall be available to work with the principal and school personnel in their assigned schools.

   a. School principals have full responsibility for enforcement of school discipline and school rules and regulations.

   b. The SRO shall function as a security and educational resource person in cooperation with school personnel.

   c. If an SRO is unavailable when needed in a law enforcement capacity or in emergency situations, school personnel should telephone 911 or 336-3333 and request assistance.

F. Reporting Responsibilities of the SRO

1. The SRO shall complete Investigative Reports and/or Miscellaneous Incident Reports in accordance with department procedures and policies. These reports shall be turned in to the Selective Enforcement Supervisor or the Shift Commander upon completion of the SRO's tour of duty.

2. The SRO shall complete an Arrest Report whenever making an arrest of a student who is sixteen years of age or older. The Arrest Report will be given to the booking magistrate at the Mecklenburg County Jail.

3. The SRO shall complete a Juvenile Arrest Report whenever making an arrest of a student who is under sixteen years of age and submit the report to the Juvenile Court authorities in accordance with department procedure.

4. Programs conducted by the SRO shall be recorded daily on the SRO Programs Conducted Report. Each program/class/presentation will require a separate entry.

5. Activities of the SRO shall be recorded daily on the SRO Daily Activity Report. These daily reports will be kept current and used to complete the SRO Monthly Activity Report. (Daily reports are to be submitted with the monthly report.)

II. GUIDELINES FOR THE SRO PROGRAM

The SRO Program has certain guidelines to be understood by the police officer and the school staff.

A. The Primary Duty of the SRO Shall Be the Detection and Apprehension of Criminals and Delinquents and the Prevention of Crime.

The SRO's main responsibilities will entail:

1. Assisting in identifying the pre-delinquent.

2. Seeking out and eliminating delinquency-producing factors.

3. Assisting in providing referrals for suitable treatment of maladjusted youth.

B. The SRO Shall Be in Full Uniform When Reporting to the School.

The uniformed officer who relates well to the students will help to instill an attitude of respect and friendliness toward other law enforcement officers. The uniformed officer who is trained, understanding, fair, and sincere can do much that is positive in building good police-parent-student relationships.

C. The SRO Shall Not Enforce School Regulations

Infractions of school rules, as opposed to crimes or violations of laws, should be handled at the school level. School affairs are supervised by designated school personnel. SROs should be available for advice, assistance, and consultation; but those matters which are the exclusive concern of the school administration and do not constitute a violation of the law must be handled by school officials. By following this rule, the following benefits will accrue:

1. The rights, duties, and privileges of the school authorities will not be undermined by the program.

2. The police officer will not become associated with repressive tactics by handling such incidents as school jokes or pranks.

3. School disciplinary mechanisms will function without police interference.

4. Good communications between the police, the students, and the faculty will develop.

5. Police crime prevention work will develop more easily in a friendly rather than a hostile atmosphere.

D. The SRO Shall Be Removed From Academic Responsibility While With the School.

The officer should not be considered a member of the school faculty. Rather, as a qualified and competent officer, the SRO can be called upon to give presentations

on such topics as safety, driver practices, drug abuse, police-community relations, and other law enforcement topics.

E. SRO Interviews With Victims or Suspects on School Property

All school interviews with students who are suspects, witnesses to, or victims of criminal or delinquent acts, either on or off school property, should always be conducted with the knowledge of the school principal or his designated representative if they are to be conducted on school property. Officers concerned with obtaining admissions or confessions by children-suspects must operate within the guidelines set forth in the District Court's Rules of Procedure applicable to children.

F. Emergency Situations

In emergency situations, the SRO may be justified in taking direct police action, both in and out of the school. If the use of force or an arrest becomes necessary, the officer must be guided by state laws, the juvenile code, and department guidelines, particularly as they apply to children. Whenever possible, school authorities and the parents of any child involved shall be notified as quickly as possible.

G. Confidential School Records

The use of confidential school records by the SROs shall be prohibited except under regulated conditions. When the officer finds it necessary to utilize any school record, it shall be done only with the principal's approval The social records of a child and his family, which include personal histories, clinical evaluations, agency reports, and other relevant private details, fall into the same category of privacy as do Juvenile Court Records and should be restricted to authorized persons only.

III. THE SRO AS AN INSTRUCTIONAL RESOURCE

SROS can serve as a valuable adjunct to the regular programs of the school system. The SROs have received specialized training and can be called on to instruct classes on a variety of subjects. A list of available programs/topics is attached.

_____

Chief of Police

_____

DATE

S A M P L E

AGREEMENT

between

The School Board of Orange County, Florida

and

City of Orlando, Florida

for

The Police School Resource Officer Program

This Agreement, entered into this 15th day of August, 1990, between The School Board of Orange County, Florida, a public body corporate organized and existing under the Constitution and laws of the State of Florida, hereinafter referred to as the "School Board," and City of Orlando, Florida, a municipal corporation organized and existing under the laws of the State of Florida, hereinafter referred to as the "Police Agency."

Witness that:

The School Board and Police Agency mutually agree as follows:

1. That the School board shall:

   Provide funds, not to exceed $306,000 for services rendered by Police Agency during the term of this agreement, to the Policy Agency for providing, through law enforcement officers employed by Police Agency, those services set forth in this agreement and the attachments hereto. (See Attachment #1.) Payment to the Police Agency shall be made in two (2) equal installments according to the following schedule: December 31, 1990; June 30, 1991.

2. That the Police Agency shall:

   a. Cause to be provided for and on behalf of the School Board 17 school resource officers to carry out the duties and responsibilities listed in Attachment #1.

   b. Cause to be completed and submitted to the School Board, as requested by the School Board, all student and program records.

3. This agreement shall remain in effect from August 15, 1990 until June 30, 1991, unless terminated sooner pursuant to Section 4 of this agreement.

4. Termination:

Either party may terminate this agreement without cause on 30 days notice in writing to the other party; further, either party may terminate this agreement immediately for cause, upon giving written notice to the other party, provided such notice is accompanied by a written opinion from the general counsel of the party terminating the agreement stating that it is not legally permissible for that party to continue to substantially comply with this agreement.

5. Attachments:

Attachment #1 is incorporated by reference herein and made a part hereof as fully as if herein set forth.

IN WITNESS WHEREOF, the parties set their hands and seals in Orlando, Orange County, Florida.

CITY OF ORLANDO, FLORIDA

BY: _____
as its Mayor

(Corporate Seal)

ATTEST:

_____
as its City Clerk

THE SCHOOL BOARD OF ORANGE COUNTY, FLORIDA

BY: _____
as its Chairman

(Corporate Seal)

ATTEST:

_____
as Secretary and Superintendent

APPROVED AS TO FORM AND LEGALITY
for the use and reliance of the City of Orlando, Florida, only
_____, 1990

_____
Assistant City Attorney
Orlando, Florida

This document has been reviewed by the School Board Attorney, on behalf of the School Board, this 9th day of October, 1990.
BY: _____

ATTACHMENT #1

1. The police agency shall furnish law enforcement officers employed by Police Agency to serve as police school resource officers assigned to public schools in the Orange County school district.

2. The aforesaid police school resource officers shall each meet or exceed the following qualifications:

   - Minimum of two years of college and four years experience in law enforcement operations or four years of college and two years in law enforcement operations. Preferably at least one of the years in law enforcement operations should be in the local jurisdiction.

   - Certified by the State of Florida as a law enforcement officer.

   - Must possess a valid and current Florida Teaching Certificate or have submitted to the Florida Department of Education a completed application demonstrating that the applicant is qualified for the issuance of such certificate (Public Service 7).

3. Instructional Responsibility

   Police school resource officers assigned to elementary schools shall teach the DARE (Drug Abuse Resistance Education) curriculum in fifth grade classes and other grades as appropriate in their assigned schools.

   Police school resource officers assigned to middle schools shall each teach two regularly scheduled classes of "Exploration of Public Service Occupations" including such topics as:

   1) Police and their role in society
   2) Laws
   3) Juvenile and adult criminal justice systems
   4) Career opportunities in law enforcement

   These classes will be taught to sixth and/or seventh grade students. Different groups of students shall be taught in successive nine-week sessions.

   Police school resource officers assigned to high schools will instruct specialized short-term programs by invitation of the principal or a member of the faculty.

   Each school resource officer's work year will follow that established by the school board for 10-month teachers.

   Any exceptions to the instructional responsibilities outlined above must be mutually agreed upon by the school board's assistant to the superintendent for administrative services, the law enforcement agency and the individual school principal.

4. Police school resource officers shall be certified law enforcement officers, as defined in Section 943.10(1), Florida Statutes, who are employed by a law enforcement agency as

defined in Section 943.10(4), Florida Statutes. Their powers and duties as law enforcement officers shall continue throughout their tenure as a school resource officer.

School resource officers shall abide by school board policies and shall consult with and coordinate activities through the school principal but shall remain fully responsive to the chain of command of the law enforcement agency in all matters relating to employment.

5. Additional Duties and Responsibilities:

   a. Police school resource officers will develop expertise in presenting various subjects such as understanding the laws, the police officer, and the police mission.

   b. Police school resource officers will encourage individual and small group discussions about law enforcement related matters with students, faculty and parents.

   c. Police school resource officers are not school disciplinarians. If the principal believes an incident is a law violation, he shall contact the police school resource officer who shall then determine whether law enforcement action is appropriate.

      Suspended or disruptive students may be transported by police school resource officers only with the approval of the officer's supervisor.

   d. Police school resource officers will attend meetings of the school's parent and faculty groups to solicit their support and understanding of the police school resource officer program and to promote awareness of law enforcement functions.

   e. Police school resource officers will make themselves available for conferences with students, parents, and faculty members to assist them with problems of a law enforcement or crime prevention nature. Nothing herein requires that confidential information obtained pursuant to Chapter 39, Florida Statutes, be disclosed.

   f. Police school resource officers will be familiar with all community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc. They will make referrals when appropriate.

   g. Police school resource officers and the principal of the school to which they are assigned shall confer when appropriate to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.

      Police school resource officers are not to be assigned duties regularly assigned to school personnel such as lunchroom or hall duty. Nothing, herein, is intended to preclude the officer from being available in areas where interaction with students is expected.

   h. Should it become necessary to conduct formal police interviews on a school campus with students or staff, the police agency's personnel shall abide by school board policy concerning such interviews.

i. Police school resource officers shall take law enforcement action as necessary. As soon as practicable, though the resource officer will notify the principal of the school to which he is assigned about any law enforcement activity undertaken on that school's campus.

   At the principal's request, the officers will take appropriate law enforcement action against intruders and unwanted guests who appear at school and school-related functions. Whenever practicable, the officer shall advise the principal before requesting additional enforcement assistance on campus.

j. Police school resource officers will give assistance to other police officers in matters regarding the resource officer's school assignments whenever necessary.

k. To promote citizen awareness of law enforcement efforts, to assure the peaceful operation of school-related programs, and to build support with students, police school resource officers will, whenever possible, participate in or attend school functions.

l. Police school resource officers will reaffirm their roles as law enforcement officers by wearing their uniforms a minimum of one day a week, unless doing so would be inappropriate for scheduled school activities. The uniform will also be worn at events where it will enhance the image of the officers and their ability to perform their duties.

SCHOOL RESOURCE OFFICER PROGRAM CONTACTS

(Programs established prior to January 1994)

GySgt Keith A. Copeland
Office of the Provost Marshall
Marine Corps Base
Camp Lejeune, NC 28542
(919) 451-2089
(919) 451-2040 Fax

CWO Kenneth A. Morris
Office of the Provost Marshall
Marine Corps Base
Camp Lejeune, NC 28542
(919) 451-2571
(919) 451-2228

Officer Chris Hoina
Cary Police Department
P. O. Box 1147
Cary, NC 27512-1147
(919) 469-4324

Sgt. Barry R. Eberhardt
SRO Kevin Krauz
SRO Susan Sarvis
Capt. J. R. O'Hare
Charlotte-Mecklenburg Police Department
825 East 4th Street
Charlotte, NC 28208
(704) 336-2365

Joseph M. Johnson, Director
Police and Public Safety
UNC Charlotte
Charlotte, NC 28223
(704) 547-2282
(704) 547-3217 Fax

Joe M. Harrell, Director of Security
Charlotte-Mecklenburg Schools
3101 Wilkinson Blvd.
Charlotte, NC 28208
(704) 343-6036
(704) 343-6033 Fax

Dpt. B. Altman
Capt. Craig Brown
Dpt. E. Brown
Dpt. D. Dowless
Dpt. Richard Fleming
Dpt. L. Hodges
Dpt. T. Godbold
Dpt. C. Golden
Dpt. D. McNeely
Dpt. K. Rosser
Dpt. K. West
Mr. Mike Pirro
Dpt. Nelvis Semel
Sgt. Ron Synder
Dpt. H. Travis
Sgt. Kenneth Williams
Cumberland County Sheriff's Department
131 Dick Street
Fayetteville, NC 28301
(910) 323-1500 Ext. 260
(910) 433-1856

Officer Tim Tew
Fayetteville Police Department
131 Dick Street
Fayetteville, NC 28301
(910) 433-1856

Mr. David Smith
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Fayetteville, NC 28303
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WZFX-99.1
The Fox
225 Green Street
Fayetteville, NC 28301

Officer Randy Carothers
Gastonia City Police Department
P. O. Box 1748
Gastonia, NC 28053
(704) 866-6873

Capt. Jim Scifres
Greensboro Police Department
P. O. Box 880

Greensboro, NC 27402-0880
(919) 370-8995

Sgt. Gale T. Bess
Gaston County Police Department
2300 Remount Rd.
Gastonia, NC 28054
(704) 866-3399
(704) 866-3314 Fax

Officer Joe Ebron
Greenville Police Department
500 South Washington Street
Greenville, NC 27834
(919) 830-4315

Charles R. Watson, Principal
J. H. Rose High School
600 West Arlington Avenue
Greenville NC 27834

Cpl. Frederick T. Alston
Officer Michelle Everette
Capt. Glen Ferrell
Officer Robert J. Wright
Pitt County Sheriff's Department
P. O. Box 528
Greenville, NC 27834
(919) 830-4142
(919) 756-3440

Sgt. John Vickers
Hickory Police Department
35 1st Street, NE
Hickory, NC 28601
(704) 324-2060

Sgt. Scotty Hill
Kinston Police Department
P. O. Box 726
Kinston, NC 28501
(919) 527-7228

Officer Mike Thompson
Lumberton Police Department
1007 East 14th Street
Lumberton, NC 28358
(919) 738-8900
(919) 671-3846

Sgt. Clayton Oxendine, Jr.
Lumberton Police Department
3618 Woodcliff Dr.
Lumberton, NC 28358
(919) 671-3845
(919) 739-4632

Supervisor Kenneth Sealey
Officer Ronald Williams
Robeson County Sheriff's Department
2316 Sanchez Dr.
Lumberton, NC 28358
(919) 671-3100
(800) 672-6161

Officer Ray Barlowe
Officer James Buchanan
Officer Robbie Williams
Morganton Department of Public Safety
304 College Street
Morganton, NC 28655
(704) 437-1121

Sgt. Jack Mason
New Bern Police Department
P. O. Box 1129
New Bern, NC 28560
(919) 636-4117

Officer Bill Lyle
Raeford Police Department
315 North Main Street
Raeford, NC 28376
(919) 875-4251

Col. Timothy D. Bost
Dpt. Michael Colvin
Dpt. R. A. Boswell
Lt. John Lookabill
Dpt. Tonya M. Rusher
Dpt. John G. Noble, III
Rowan County Sheriff's Department
217 North Church Street
Salisbury, NC 28144
(704) 636-1011

Officer Jeff Insley
Salisbury Police Department
130 East Liberty Street
Salisbury, NC 28144
(704) 638-5333

Dpt. Joel Martin
Dpt. Rita W. Anthony
Yadkin County Sheriff's Department
P. O. Box 443
Yadkinville, NC 27055
(919) 679-4217

Sgt. Wayne Beatty
Dpt. Tony Gibon
Wake County Sheriff's Department
P. O. Box 550
Raleigh, NC 27609
(919) 662-2886

Sgt. David Sparrow
Washington Police Department
201 West Third Street
Washington, NC 27889
(919) 946-1444

Capt. C. C. McGee
Cpl. William Capers
Cpl. Spainhour
Forsyth County Sheriff's Department
P. O. Box 21089
Winston-Salem, NC 27120
(919) 727-2479

SAFE SCHOOLS GRANTEES

SAFE SCHOOLS 1993-1995 GRANTEES
PROGRAM DESCRIPTIONS

Alamance County and Burlington City - Grant funds will be used for a multifaceted approach to reducing school violence. Program strategies include conflict resolution, peer mediation, an alternative school, community outreach, enhancement of school climate and a plan for crisis invention. Contact: Benjamin Howard, 609 Ray St., Graham, NC 27253-0358.
(910) 226-8465

Anson County - The school system proposes to design and deliver a developmentally appropriate Violence and Harassment Prevention Curriculum in grades K-12. Additionally, all teachers will be provided training in conflict resolution and self-esteem enhancement. An alternative education program is planned for students in grades 7-12 who cannot adjust to the traditional school program. Contact: Gail D. Preslar, P. O. Box 710, Wadesboro, NC 28170.
(704) 694-6581

Asheville City - The grantee intends to expand conflict resolution training and management to include all teachers and students respectively. A violence prevention course will be required of ninth graders and alternative education will be made available to students who have been suspended from school. Efforts will be initiated to establish cooperative or collaborative endeavors with the community and court system to combat school and community violence. Contact: Dr. Julia Capps, P. O. Box 7347, Asheville, NC 28802.
(704) 255-5314

Bladen County - Several strategies and programs will be used to reduce school violence through prevention and intervention. A community outreach and involvement campaign will be initiated. Students will have the opportunities to participate in a mentor program, peacemaking program and receive meditation services. Monitors will be assigned to buses to improve safety and activities are planned to enhance multicultural awareness and sensitivity. Contact: Dr. Margaret Lawrence, P. O. Box 37, Elizabethtown, NC 28337.
(910) 862-4136

Brunswick County - The program focuses on strengthening and expanding existing efforts. Grant funds will be expended on equipment and programmatic materials to improve bus safety. Parenting skills workshops and an alternative to out-of-school suspension are planned. Contact: Linda Shaddix, 225 Village Rd., Shallotte, NC 28459.
(910) 754-6882

Buncombe County - Middle and senior high peer mediators will be trained for system-wide implementation of peer mediation. Teachers will be trained in conflict resolution. A school resource officer will be hired to provide campus security, teach D.A.R.E. (Drug Abuse Resistance Education) and provide liaison to Buncombe County law enforcement. Contact: Dr. Stephen L. Page, 175 Bingham Rd., Asheville, NC 28806.
(704) 255-5879

Caldwell County - Grant funds will primarily be expended to hire a school resource officer. Work will continue with the student assistance program and mediation training. Contact: Ms. Sandra Cale, P. O. Drawer 1590, Lenoir, NC 28645-1590.
(704) 728-8407

Charlotte-Mecklenburg - The grantee plans to increase community awareness of violence as a preventable public health problem by targeting eighteen schools in three high crime neighborhoods. Staff

and student skills in prevention and intervention strategies will be increased through the Teen to Teen Peer Training Model, Peer Mediation Programs, Student Against Violence Everywhere (SAVE), violence prevention and conflict resolution training, and Second Step, a violence prevention curriculum. Efforts will be made to collaborate with, support, and involve parents. Contact: Calvin Wallace, Assistant Superintendent for Student Services, and Carol Newman, Grant Dev. Coordinator, 701 East Second Street, Charlotte, NC 28202.
(704) 379-7051

Cumberland County - A comprehensive prevention/intervention program call SAFE (Students and Adults For Education) will be implemented. It includes development of school policies on violence and student, staff and parent instruction on conflict resolution; peer mediation; Teen Court, to adjudicate resolved cases and prevent recurrences; use of law enforcement officers in crime ridden communities; and on-site school involvement of parents. Contact: Benny Pearce, P. O. Box 2357, Fayetteville, NC 28302.
(910) 678-2318

Edgecombe County - The school system has planned comprehensive staff development and community outreach activities. Students will be provided counseling services for conflict resolution, peer mediation services and after-school program activities. Contact: Dr. Joyce Edwards, P. O. Box 7128, Tarboro, NC 27886.
(919) 641-2669

Granville County - The grantee will seek to create safer schools through student focused activities and programs. This includes implementation of an integrated curriculum on violence prevention, competitive Safe Schools mini-grants to student groups, expansion of a variety of peer programs, student advocates/role models, academic intervention, and revamping of counseling services and the in-school-suspension program. Security will be expanded at athletic events and on buses. Efforts will be increased to keep parents informed; win their support and provide parent training opportunities. Contact: Judy B. Melton, P. O. Box 927, Oxford, NC 27565.
(919) 693-4613

Guilford County - To eliminate violence in the Guilford County Schools and the community, security equipment such as two-way radios and metal detectors will be purchased. Staff development will be provided to integrate conflict resolution and peer mediation within the school curriculum. Additionally, the SAVE (Students Against Violence Everywhere) Program will be implemented in all of the systems schools. Contact: Captain Jim Schifres, 712 North Eugene St., Greensboro, NC 27402.
(910) 370-8995

Haywood County - A Blueprint for School Violence Prevention/Intervention in Haywood County will be developed and implemented. Development includes an audit of all county schools to determine safety needs and prevalence of violence. Programs and activities will be designed and implemented for staff development, alternative education programs, violence prevention curriculum, family support and involvement, and enhanced community awareness. Contact: Dr. Larry B. Leatherwood, 1615 North Main St., Waynesville, NC 28786.
(704) 456-2400

Hertford County - A recreational and enrichment center for children and adults will be established at Hertford Middle School. School resource officers will be hired and metal detectors will be used in the middle and high schools. Contact:

Ray H. Parker, P. O. Box 158, Winton, NC 27986.
(919) 358-1761

Hickory Public Schools - The grantee plans to provide students, teachers, parents, and agency representatives with skills to resolve conflicts and mediate disagreements. Training will be provided to school staff, parents and agency representatives on conflict resolution. Elementary educators and school resource officers will be trained in "Fuss Busters." Students will be trained as peer mediators and receive multicultural training. School resource officers will be hired for the high school level. Contact: Dr. Duane H. Kirkman, 432 Fourth Ave., SW, Hickory, NC 28602.
(704) 322-2855

Iredell-Statesville - Violence prevention and intervention strategies will be implemented at each school level. A school resource officer will be located at each high school, peer mediation programs in grades 6-12 and an alternative class provided for high risk students in grades 9-12. Contact: E. Jay Raymer, P. O. Box 911, Statesville, NC 28687.
(704) 872-8931

Kannapolis City - An extended day program will be expanded. Staff development will be provided for mentoring and peer mediation. The middle and high school mediation program will continue. A violence prevention curriculum is planned. Contact: Christine Hoyle, Director of Exceptional Children or Chip Buckwell, Director of Student Services, P. O. Box 1268, Kannapolis, NC 28082-1268.
(704) 938-1131

Lenoir County - The school system will hire a school resource officer and install surveillance equipment such as video cameras on buses and in schools along with outdoor lighting. Staff will receive training in conflict resolution and peer mediation. Alternative classes for individualized instruction will be made available for students who do not cope well in the traditional classroom setting. Contact: Rita Hodges, 200 Rhodes Ave., Kinston, NC 28502.
(919) 527-9387

Lexington City Schools - The recipient's Safe Schools Program will include comprehensive peer mediation and conflict resolution training for students in Grades K-12 and the development of an alternative counseling program for out-of-school suspended students. A psychologist and counselor will be hired to oversee these activities or programs. Contact: Jane Martin, 1010 Fair St., Lexington, NC 27292.
(704) 242-1527

Martin County - Conflict resolution and peer mediation services will be made available in schools, courts, community centers, churches, and housing developments. An alternative learning center will be established for students as an option to expulsion or placement in a training school. Contact: Ontra Reddick, 300 N. Watts St., Williamston, NC 27892.
(919) 792-1575

McDowell County - To improve school climate so that learning time will be increased, the grantee will provide training in positive discipline and conflict resolution to its staff. Peer mediation training and services will be combined with an annual student recognition program. Community support and involvement will be enhanced through establishment of a family resource center, and youth mentoring and role model programs. Contact: Sarah W. Buchanan, 320 South Main St., Marion, NC 28752-0130.
(704) 724-9505

Montgomery County - The school system will focus on improving security and provision of alternative programs. Security includes two school resource officers and safety enhancement for eight school facilities. A school-within-a-school will be established at the middle school level and an alternative class at the elementary schools. Counseling services will be make available to students and parents. Contact: J. Currie Whitley, Jr., P. O. Box 427, Troy, NC 27371. (919) 576-6511

Mt. Airy, Elkin City and Surry County - A research-based conflict resolution curriculum will be implemented in grades K-8 and a peer mediation program in grades 9-12. A liaison officer will be placed at the high school level. Additionally, the Alternative Learning Center facility will be enlarged and its services expanded. Contact: Dr. Charles F. Morris, P. O. Drawer 710, Mount Airy, NC 27030. (919) 786-8355

Nash-Rocky Mount Schools - To promote parental and community involvement, a family/community resource coordinator will be employed. Security features include expansion of the security guard program and upgraded lighting on school campuses. An alternative school program will be established which provides case management for the students served. Expanded staff development and student services will be made available for conflict resolution, peer mediation, cultural diversity, and positive discipline. Contact: Dr. Lynn K. Bradshaw, 930 Eastern Ave., Nashville, NC 27856. (919) 459-5248

Pitt County - The grantee will establish an alternative school, implement a violence prevention curriculum, and train staff for the implementation of peer mediation and other programs. In the area of school security, a school resource officer will be employed, two-way intercoms and metal detectors installed, hand held two-way radios purchased, and lighting upgraded. A community coordinator will work closely with other community agencies and groups to obtain needed services and to coordinate a public relations campaign. Contact: Arlene M. Ferren, 1717 West Fifth St., Greenville, NC 27834. (919) 830-4220

Tyrrell County - Conflict resolution and peer mediation training and program services will be made available to students, teachers and parents. A school resource officer will be employed to provide security and instruction in law enforcement and abuse prevention. Contact: Nelson W. Smith, P. O. Box 328, Columbia, NC 27925. (919) 796-1121

Vance County - A Student Services Management Team (SSMT) will be established in targeted schools. A coordinator/case manager will access services for students referred by the SSMT and Youth Services Advisory Council. Conflict resolution and peer helper programs will be started at these schools. Through collaboration with law enforcement, the school system will sponsor a Big Brother/Big Sister Program and PALs (Police Athletic League). Contact: Elizabeth G. Wright, 128 Church St., Henderson, NC 27611. (919) 492-2127

Wake County - The grantee will identify and develop nine school models through the initiation of a competitive mini-grant process. A needs assessment will be conducted to develop a framework for addressing the issues related to diversity in the system and improving school climate. A variety of training opportunities will be made available to staff, students, parents, and sheriff's deputies. They include the following: peer mediation/conflict resolution, anger

management, and crisis response teams. A violence prevention curriculum will be developed and a parent hotline established. Contact: Wake County Schools, P. O. Box 28041, Raleigh, NC 27611.
(919) 850-1753 - Geraldine Ritter
(919) 850-1901 - Jo Baker

Washington County - A parenting center will focus on student and parent needs and provide educational opportunities. A curriculum based on Steven Covey's Seven Habits of Highly Effective People will be offered as a high school elective to provide a means through which problems may be solved. Other curricula initiatives include violence prevention at all grade levels, a peer education curriculum and social skills training curriculum for K-8. Interns from the School of Social Work and Criminal Justice Program will perform outreach/intervention for the schools. Contact: Barbara Cassidy, P. O. Box 747, Plymouth, NC 27962.
(919) 793-5171

Wayne County - Wayne County Schools will initiate a violence awareness campaign through the use of motivational celebrity speakers and publicity. School staff will be trained in conflict resolution and peer mediation skills. Video surveillance equipment will be installed in each of the high schools. Individual schools will be encouraged to participate in a competitive mini-grant process to design and implement innovative approaches to reducing school violence. Collaborative efforts will be pursued with Cities in Schools, the Air Force Base and Wayne County Department of Social Services. Contact: David A. Thomas, 301 North Herman St., Box GG, Goldsboro, NC 27530.
(919) 705-6166

Wilson County - A school resource officer will be assigned to each of the system's high schools. Contact: Randolph Sessoms, P. O. Box 2048, Wilson, NC 27894-2048.
(919) 339-7741

Winston-Salem - The grantee will work to develop more collaborative relations with community, health/human service agencies and recreation/social groups to serve students' needs. Quest, conflict resolution, peer mediation and cultural diversity training will be conducted for appropriate staff and students. Elementary and middle school students assigned to in- and out-of-school suspension will receive "Detention Notebook" instruction. Two juvenile advocate resource officers will administer an Alternative Sentencing Program. Contact: Nelson Jessup, P. O. Box 2513, Winston-Salem, NC 27102-2513.
(919) 727-2753.

INTERVENTION AND PREVENTION STRATEGIES

INTERVENTION/PREVENTION STRATEGIES

Educational

Alternative School - An educational program that is apart from the regular school program that focuses on serving the special needs of its students.

Conflict Resolution - Resolving disagreements nonviolently by working together to arrive at mutually acceptable compromises. Students learn to settle disputes through active listening, acceptance of others' viewpoints, cooperation, and creative problem solving.

Coping Skills/Stress Reduction - Skills and activities directed at building self-empowerment.

Counseling - Individual or group sessions to discuss problems. Offering educational or therapeutic sessions and seminars. Case management approach to helping students through the development of individualized education plans.

Crisis Intervention - An action plan for dealing with crisis situations. This includes guidelines for responding, incident priorities, and various staff roles.

Cultural Diversity - Refers to programs and activities designed to provide understanding and awareness of the various gender, racial, religious, ethnic, and cultural groups that make up the United States.

Danger Awareness - Through lectures, skits, and films students are taught to stay away from firearms and other dangerous situations and to alert an adult.

Decision Making - Students analyze situations and determine different ways of dealing with them and the consequences involved.

Mentoring - An adult role model is assigned to counsel, tutor, and spend "quality" time with a student.

Parental Involvement - Strategies and activities that schools and districts employ to increase parent presence in schools and to help prevent violence at home.

Peer Mediation - Antagonists sit down with a trained student mediator in a designated sequestered area. The student explains the ground rules, and usually the disputants are able to talk through their problem, brainstorm their solutions, and sign a written agreement.

Peer Support - Students who are having problems have the option of discussing them with a student who is a trained peer helper.

Sexual Harasssment Prevention - Programs and activities which seek to prevent sexual harassment through enhanced.understanding of what it is and guidelines for dealing with incidents of it.

Problem Solving - Students learn to analyze difficult situations and brainstorm ways for dealing with them.

Safe Schools Curriculum - The curriculum emphasizes violence prevention through the development of self-assessment, communication, decision- making, health advocacy, self-management, etc.

Self-esteem Enhancement - Refers to programs which emphasize character development, positive social interaction, active listening, and values clarification.

Legal

School Resource Officer - A law enforcement official is placed in the school full time to provide a variety of services to students and staff. Duties can include such activities as instructing classes on law, drug and alcohol abuse prevention and life skills; serving as a visible and positive image for law enforcement; offering counseling to students; and providing law enforcement on the campus.

Security (Private Agency) - School security officer who is not a member of a law enforcement agency.

Juvenile Officers - Individuals who work to bring about a more cooperative effort between the schools and courts and are trained in the special needs of juveniles.

Environmental/Technological

Badges (ID) - An identification system in which students and staff are issued a badge, preferably with a photograph, to be worn so that it is visible.

Electronics Communication - Refers to walkie-talkies and other similar equipment.

Environmental Design - Refers to lighting, paint color, shrubbery, wall recesses and other architectural aspects of the school.

Metal Detectors - A magnetometer is used to screen students entering the buildings or athletic facilities.

Security Assessment - Experts on security are hired to assess the physical facility to determine its safety needs.

Surveillance Equipment - Electronic security systems which are specifically designed for intrusion detection. These include alarms, closed circuit television cameras, motion detectors, photoelectric beams, etc.

Recreational

After-School Programs - This program provides opportunities for supervised leisure-time activities.

Community

Community Outreach - Programs that recruit community support for violence prevention efforts. Recruitment may include media campaigns, newsletters, solicitation of advice, encouragement of community participation, etc.

Community Services - Students are involved in community-based agencies to help themselves and others deal with social problems.

Mental Health Services

Family Therapist - Usually an individual trained in family therapy or social work who assist individual families to help them resolve their problems.

Mental Health Treatment - May include contractual and cooperative agreements with mental health professionals and agencies to provide psychiatric and psychological services to students and their families.

Psychological Services - Consultations with mental health professionals. Referrals to and cooperative agreements with mental health agencies.

APPENDIX A

CRITERIA FOR SELECTION OF VIOLENCE PREVENTION CURRICULUM

(The following criteria may be used by school systems to assist them in identifying and selecting effective safe schools curriculum materials.)

CRITERIA FOR SELECTION OF VIOLENCE PREVENTION CURRICULUM

CHECKLIST

_____1. Promotes healthy, safe and responsible attitudes and behavior both in and out of the school environment.

_____2. Incudes strategies to involve parents, family members and the community in the effort to prevent violence.

_____3. Demonstrates respect for the laws and values of society.

_____4. Contains differential programming for diverse populations.

_____5. Builds in awareness and resistance to influences (family, peer, community and media) which encourage violence.

_____6. Focuses on the social consequences of violent behavior.

_____7. Presents a clear and consistent message that aggression and violence are inappropriate responses to conflict.

_____8. Disarms the sense of personal invulnerability.

_____9. Contains factual and accurate information about the relationship between violence and alcohol and other drugs.

Presents the following concepts around conflict:

_____10. Conflict is a normal part of human interactions.

_____11. Most disputes do not have a winner or a loser. Win/win is the ideal way to solve most disputes.

_____12. Children and adults who learn to assert themselves non-violently can avoid becoming bullies or victims.

_____13. When people take time to explore their prejudices, they can learn to get along with people whose backgrounds are different.

_____14. The self-esteem of children will be enhanced if they learn to build non-violent, non-hostile relationships with their peers. (Prothrow-Stith, 1991)

CONTINUED

_____15. Goals and objectives are realistically attainable.

_____16. Learning objectives are well-defined, behavioral and measurable and include both long and short term outcomes.

_____17. Curriculum includes cognitive and experiential learning objectives.

_____18. Activities have been designed to meet objectives.

_____19. Curriculum includes materials that are relevant to the ethnic groups represented in the LEA.

_____20. Material is grade and age appropriate.

_____21. Curriculum has the potential for being integrated in subject areas.

_____22. Curriculum has been thoroughly evaluated for both validity and reliability.

_____23. Materials are free from cultural, ethnic and sexual or gender bias, but includes cultural, racial and sexual or gender variations as appropriate.

_____24. Materials are teacher friendly.

_____25. Materials are referenced.

_____26. Materials are transportable, durable and safe.

INSTRUCTIONAL MEDIA
CONFLICT RESOLUTION

LINKING RESOURCES WITH NORTH CAROLINA CURRICULUM • MAY 1994

In response to the need in North Carolina schools for resources on the topic of Conflict Resolution, the High School Interdisciplinary Team and Media Evaluation Services of the Department of Public Instruction have collaborated to review and evaluate a variety of materials submitted on that subject by publishers and producers. The resulting Advisory List of books and other media consists of three grade-oriented divisions (PreK-5, 6-8, and 9-12) that serve as general guidelines rather than exclusive categories for selection of materials. Media coordinators, guidance counselors, and teachers are strongly encouraged to examine this list broadly to ensure that students performing above or below grade level have access to a wide variety of resources to meet their academic and personal needs. Reviewers provide grade range guidelines for those titles intended for student use. When this range does not match the organizational divisions of the list, the item appears in the division where instructional potential seems greatest.

GRADES PreK-5

Books

Amos, Janine. *Feelings Series.* Illustrated by Gwen Green. 4 titles. each 32 p. each $13.98. Raintree Steck-V, 1991, 1994. Grades 2-4.
Afraid **(ISBN 0-8172-3775-5).** ***Angry*** **(ISBN 0-8172-3775-5).** ***Brave*** **(ISBN 0-8114-9228-1).** ***Confident*** **(ISBN 0-8114-9229-X).** ***Friendly*** **(ISBN 0-8114-9230-3).** ***Happy*** **(ISBN 0-8114-9231-1).**

Illustrated with realistic scenes in muted watercolors, this series helps young children recognize that at times we all feel sad or happy, confident or insecure. Each volume consists of several short scenarios in which a child experiences the feelings described in the title for a variety of different reasons. Not only can children read about youngsters of their own ages with these emotions, but also classmates can talk about their feelings and problems with the aid of the questions at the end of each vignette. The author reassures children that their feelings are natural and problems can be overcome. Useful for general reading or for classroom read-alouds.

Landau, Elaine. *Sibling Rivalry.* Illustrated by Anne Green. 48 p. $13.90. Millbrook Pr., 1994. (ISBN 1-56294-328-6) Grades 4-6.

Clever and colorful cartoon-like drawings add to this straightforward examination of sibling rivalry. Interviews and first-hand accounts examine conflicts that arise between sisters and brothers in blended families as well as those in which divorce has not had an influence on family dynamics. The book looks at factors that lead to rivalry between sibs--amount of contact, family size, gender, divorce--and at the role of parents in creating these rivalries. A final chapter looks at ways to deal with rivalries. The strengths of this book are its case studies, which profile conflict situations between family members and highlight the roles of parents in these rivalries. Although the book is identified as juvenile nonfiction, the conceptual and vocabulary/reading levels are definitely high for fourth-graders, and the book is more likely to interest teachers and guidance counselors for this age group than the students themselves. Offers many topics for discussion and would be useful in a guidance setting or for leisure reading in a library. Reading list offers many current fiction and non-fiction works appropriate to the age group. Bibliography and index.

Lucas, Eileen. *Peace on the Playground: Nonviolent Ways of Problem-Solving.* 63 p. $12.90. Watts, 1991. (ISBN 0-531-20047-7) Grades 2-5.

An excellent introduction to the concept of nonviolent conflict resolution, this book provides practical advice, activities, and role models, such as Gandhi, Samantha Smith, and Dr. Martin Luther King, Jr. Enhanced by numerous color photographs, the conversational text is a good resource for discussing world peace and ethical behavior and for developing social responsibility. Glossary, notes, bibliography, reading list, index.

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Other Media

Don't Pop Your Cork on Mondays! **1 videocassette 13 min. $250. FilmFair Comm., 1991. Grades 1-3.**

In this animated video, young viewers are informed about stress and ways to cope with it through exercise and relaxation techniques. A strong point of the presentation is its consideration of stress in both children and adults, offering clear descriptions and easily recognizable examples. Printed on the plastic cover is a program guide with discussion questions, activity, and summary. A good resource to preface discussion and demonstration of stress management and coping strategies.

Express Yourself. **1 videocassette, guide 15 min. $80. Natl. Geog., 1993. Grades K-3.**

Fast-paced and well-plotted, this is the story of a boy named Tommy and his invisible friend Feelings. Feelings expresses Tommy's emotions on the day of his Little League Championship game, when he experiences nervousness, guilt, fear, anger, and disappointment. The goal of the film is to show that everyone has both positive and negative feelings and to demonstrate the importance of expressing these feelings appropriately. Delightful music, helpful suggestions for teaching and discussion in the guide. Can be used in social studies, healthful living, or group counseling.

Getting Better at Getting Along: Conflict Resolution. **1 videocassette, guide, worksheets 16 min. $89. Sunburst Comm., 1992. Grades 2-5.**

Through viewing and discussing dramatizations in this film and participating in the role plays suggested in the teacher's guide, children gain insight at an upper primary level into the issue of conflict resolution. Reproducible worksheets allow students time to reflect independently and will supplement group sharing on various techniques illustrated in the video. Teachers will find learning objectives, program summary, discussion guidelines and questions, role plays, worksheet samples, bibliography, and script included in the guide. For use with individuals, groups, and conflict resolution programs.

Happy, Elizabeth. ***Kiki and the Cuckoo.*** **Illustrated by Andra Chase. box containing 1 book 31 p., 1 videocassette 13 min., guide $79.95 (book alone $16.95 [ISBN 1-55942-038-3]). MarshMedia, 1992. (entire package ISBN 1-55942-041-3) Grades PreK-3.**

The nature of competition is the theme of this integrated multimedia package. Picture book and video versions of Happy's story about a Kansas meadowlark and his problems with a rival cuckoo depict the prairie grasslands and indigenous wildlife in beautifully detailed watercolors. Activities in the teacher's guide extend reading and/or viewing with explorations in language arts, social studies, science, math, art, and music. A fine resource for discussing the potential dangers of competition and promoting the idea that the strengths of others do not detract from oneself.

Hurtful Words.. **1 videocassette 12 mins. $135. Film Ideas, 1993. Grades K-3.**

Slow-paced, but well-meaning attempt to demonstrate the damage that hurtful words can do. Examples of harmful language include a Chinese student taunted about the way she looks and a boy who is ridiculed for not being good at sports. Using young children describing their experiences, the video's main message is that people should think before they speak.

I Get So Mad! **1 videocassette, guide, audiocassette, student worksheets 12 min. $79. Sunburst Comm., 1993. Grades K-2.**

Designed to show young children how to handle and express their anger constructively, this neat little resource contains a video, useful guide, reproducible activity sheets, and a catchy song on cassette. Dramatized vignettes present common situations with which children can easily identify, such as feeling a sibling is taking too much of a parent's time or being angry when a friend accidentally knocks over a carefully constructed block tower. Learning objectives, synopsis, discussion questions, role plays, activities, bibliography, and script are included in the teacher's guide. Because the worksheets have varying reading levels, teachers may need to adapt them appropriately for use with their students.

No One Quite Like Me...Or You. **1 videocassette, guide, activity sheets 17 min. $89 (available in open caption version at the same price). Sunburst Comm., 1992. Grades 2-4.**

Self-respect and respect for others are the themes of this instructive video, which uses dramatizations to illustrate the point that "everyone is unique." In addition to differences in height, ethnic heritage, and talents, the vignettes include a scene focusing on a physical disability--hearing impairment. Along with learning objectives, program summary, discussion guidelines and questions, bibliography, and script, the guide provides some excellent role plays and reproducible activity sheets which integrate other content areas (e.g., science, social studies). With some modification regarding the reading and writing involved, this film could also be used with kindergarten and first-grade children also.

Self-Esteem Curriculum Module, Grades 2-4. **Kit with 6 student videos, 1 staff development video, 1** ***Building Confidence*** **game set, activity sheets, activity cards, take-home family activities, 4 posters, teacher's guide in a three-ring binder $735. Sunburst Comm., 1992. PreK-4.**

This curriculum module is designed to stand alone as a self-esteem unit or to be distributed throughout the curriculum. These activities and the accompanying video series help students gain insight and acquire skills that build and maintain self esteem. The six videos for students (*Getting Better at Getting Along: Conflict Resolution; No One Quite Like Me . . . or You; All about Anger; Feeling Good about Me; My Friends and Me; Home Alone: You're in Charge*) are lively and upbeat, with contemporary songs and music, bold and colorful graphics, and creative approaches to the presentation of information. Also included is a staff development video and self-esteem game. A real strength of this module is its wide variety of activities and its comprehensive guide. Could be used as part of a planned guidance program, in regular classes to link self-esteem to various subject areas, particularly language arts and social studies, and for center work.

ideas and valuable information. Especially relevant to middle grades students and their development, the series discusses such life skills as making good choices and putting one's best foot forward. Useful in individual, peer group, and classroom settings, these how-to books are grounded in the "power of positive thinking" and offer concrete guidance for student inquiry and discussion. Glossary, suggestions for further reading, index. Also available in paperback.

Other Media

Big Changes, Big Choices Series. **2 videocassettes, guides each 30 min. each $69.95. Live Wire Media, 1994. Grades 5-9.**

Handling Emotions. Preventing Conflicts and Violence.

Former juvenile probation officer turned comedian Michael Pritchard hosts these two highly credible, contemporary films from the twelve-volume *Big Changes, Big Choices* guidance series for middle schoolers. In each video, after Pritchard opens the show with a comic monologue, the cameras follow him to middle schools around the country, including one in Chapel Hill, N.C., as he talks to groups of teenagers, who voice their concerns about the sometimes violent environments in which they live. Pritchard engages them in problem-solving sessions that center on the selected topic of each tape. This video series helps young teens work their way through the turmoil of early adolescence while making, positive, healthful life choices. Program 6, *Handling Emotions,* looks at moods and mood swings, reactions to anger and dealing with emotions. Program 7, *Preventing Conflicts and Violence,* examines how conflicts start and how they escalate and then considers through the teen talks how they can be resolved without fighting. The guides summarize program content and offer discussion questions, how-to advice and writing/group assignments. Purchase allows users to show the videos to groups of any size via closed circuit TV within a single building. Useful for Community/Life Skills classes, within subject areas if content match is made, and for guidance group work.

Caught in the Middle: The Peer Pressure Squeeze. **20 min. $99. Rainbow Ed. Video, 1993. Grades 6-8.**

Using a scenario from the middle school experience, this video exposes various forms of peer pressure. When Janine has a chance to join the most popular crowd of girls in the school, the leader of this crowd requires her to give up her long-time friend Patti, who has been excluded. Predictably, Janine eventually realizes that it is wrong to succumb to peer pressure and remains loyal to her old friend. The video then offers various strategies for resisting peer pressure. Emphasizes the importance of sticking up for yourself and being true to your feelings. Useful for guidance or counseling sessions and small group discussions.

Conflict Resolution, Grades 5-9. **1 kit with 4 student videos, 1 staff development video, activity sheets, information sheets, activity cards, role play cards, 4 posters, teacher's guide $995. Sunburst Comm., 1992. Grades 5-9.**

This curriculum module is designed to teach conflict resolution skills to middle schoolers. The four student videos *(Working It Out: Conflict Resolution; Between You and Me: Learning to Communicate; When You're Mad! Mad! Mad!: Dealing with Anger; Me and My Parents: Working It Out)* are well acted by middle schoolers using realistic dialogue. They deal with situations very familiar to students of this age, from parental anger over a weird haircut to conflicts between peers, peer pressures, and learning how to handle anger. A rapping radio disc jockey named Dr. Advice teaches conflict resolution skills and gives students pointers on handling their problems. The video for staff explains the rationale of the program and models uses of the curriculum. The strengths of this module are its creativity of presentation, wide variety of activities, and comprehensive guide. Could be used as part of a planned guidance program or healthful living course. Well planned, attractively designed, and comprehensive in scope. An excellent addition to a conflict resolution library.

Critical Thinking for Everyday Situations. **Set of 23 booklets (each 4 p.). $225. Phillip Roy, 1992. Grades 5-9.**

This is a set of 23 four-page scenarios for discussion and development of critical thinking skills. Topics covered include high-pressure selling, warranties, mail order problems, and sales. Each situation is divided into three parts: a statement of the problem, the same problem presented from at least two different viewpoints, and a set of questions for students to think about and discuss. The format of these scenarios allows the teacher flexibility of use for either small group discussion or individual activities. Most are business-oriented and might be used for consumer education, possibly in a social studies/ELP class or in vocational education. Not sufficiently challenging for more advanced classes. Considering the surprisingly steep price, selectors will need to carefully evaluate the usefulness of this resource for their schools.

Don't Pick on Me. **1 videocassette, guide 20 mins. $149. Sunburst Comm., 1993. Grades 3-8.**

This realistic video for younger teens teaches a three-step technique for dealing with bullies: ignore the bully; find allies and use them for support; and, if all else fails, leave the situation. A young narrator asks pertinent questions or points out ways to avoid situations involving teasing, shunning, or harassment. A wonderful video for showing students how to confront conflicts without fighting. Useful for understanding the motivations of bullies or cliques. Thoughtful and well-done, the program includes a guide that is more extensive than usual. Video is multiracial. A recommended purchase for guidance or healthful living classes to teach sensitivity and coping skills.

Feelings: Inside, Outside, Upside Down. **1 videocassette, 19 min. $149. Sunburst Comm., 1991. Grades 6-9.**

This video focuses on puberty, a special time of development for boys and girls. Using teen actors in home and school settings, it explores the new interests, anxieties, and physical alterations students will experience during

these years. It helps students realize that the changes occurring in their bodies and in how they feel about life are normal. The film points out that during this growing time, teens will often receive mixed messages from parents and peers while sending mixed messages about their own levels of maturity. Useful for health education and for counseling sessions.

Less Stress. **2nd ed. 1 videodisc 14 min., guide $245. Churchill Media, 1991. Grades 4-7.**

Adapted from a videocassette version, this videodisc presents seven mini-units focusing on stress, its effects, examples of stressful situations, and tips on how to deal with it. Topics covered include peer pressure, tests, and arguments. Culturally diverse children and adults are featured in the cast of this well-acted film. The study guide includes bar codes for still frames and motion segments on the videodisc that correspond to key concepts and discussion questions.

Me and My Parents: Working It Out. **1 videocassette, guide 22 min. $169. Sunburst Comm., 1991. Grades 6-10.**

As in *Working It Out: Conflict Resolution* (reviewed elsewhere on this list), this video features Dr. Advice, host of a radio call-in show for kids, and some of the problems he helps solve--this time between adolescents and their parents. Taking a "transactional analysis" approach, Dr. Advice explains the three types of voices affecting our communication (child, adult, parent) and the value of compromise in problem solving. The teacher's guide supports the film with learning objectives, program summary, discussion questions, suggested activities and role plays, bibliography, and script. Valuable not only in helping improve parent-child relationships, this film also has applications in the classroom and disciplinary actions.

Too Much to Handle: Living with Stress. (The Middle School Survival Kit) **1 videocassette, guide, evaluation sheet 20 min. - guide, evaluation sheet $99. Rainbow Ed. Video, 1993. Grades 5-7.**

Teen hosts guide viewers through a thoughtful examination of stress and positive ways to deal with it. Utilizing a dramatization about a middle school-aged boy named Peter, the film analyzes his problems juggling a complicated assortment of activities: babysitting his little sister after school, playing on the baseball team, keeping up with his schoolwork, presenting an oral report. Learning objectives, summary, discussion questions, activities, bibliography, and script are provided in a helpful teacher's guide. An excellent resource to use with 5th graders before they enter middle school, as well as 6th graders at the beginning of the year.

Trouble at School. **1 videocassette, guide 20 min. $149. Sunburst Comm., 1991. Grades 5-9.**

This video presents some very realistic problems that pre-teens and older students often experience in a school environment. A teenage boy has problems at home, so he acts out at school by fighting with others. A group of girls ostracize another girl, refusing to let her sit with her friends as usual in the lunchroom. The video can be stopped at several points to receive input from students and to hold discussions on appropriate behavior. Video is multiracial. Excellent for either guidance or healthful living classes.

What Should You Do? Deciding What's Right. **1 videocassette, guide 19 min. $149. Sunburst Comm., 1991. Grades 4-7.**

Ideal for values education, these five short dramatizations, which take place in school settings, examine such topics as cheating, being responsible for participation in a group project, returning found money after a portion has already been spent, breaking promises, keeping commitments, and accepting a new student. Each is excellent for generating classroom discussion on ethical and moral issues. Teachers will find the video useful in improving students' understanding of right and wrong and encourage them to consider the implications of their behavior. Much better than average teacher's guide with discussions of moral education, pre- and after-viewing discussion questions for each vignette, reading list, and suggested literature for students and teacher.

What's Right for Me: Making Good Decisions. **1 videocassette, guide 20 min. $99. Rainbow Ed. Video, 1993. Grades 5-8.**

Offers a six-step approach to decision making using a problem familiar to students: Luke, one member of a cooperative learning group, fails to do his share of the work. The remainder of the group must decide whether to confront Luke, tell the teacher, or do the boy's work for him. Provides prompts for discussion on how the viewer might solve the problem, giving the video interactive uses. A multiracial cast is used to present the information. Useful for small group, teen group, and class discussion.

When You're Mad, Mad, Mad! Dealing with Anger. **1 videocassette, guide 27 min. $168. Sunburst Comm., 1993. Grades 5-9.**

Through dramatizations of and extensions for stories featuring adolescents in recognizable situations, viewers receive insight into constructive ways of handling and expressing anger. For example, Adam is angry because his parents expect him to attend his brother's Cub Scout dinner instead of the Drama Club cast party, and Katey is mad at her friend Amy for making fun of her. Questions to direct discussion of each vignette are included in a teacher's guide, along with program summary, learning objectives, suggested activities, role play guidelines, bibliography, and script.

Working It Out: Conflict Resolution. **1 videocassette, guide 30 min. $189. Sunburst Comm., 1993. Grades 4-7.**

Dr. Advice, host of a radio call-in show for kids, utilizes several conflict situations to illustrate his positive guidelines for resolving conflicts and avoiding fights, which include listening "to the other person's side of the story" and brainstorming solutions. Augmenting this instructive video is a helpful teacher's guide containing learning objectives, summary, discussion questions, reproducible worksheets, guidelines (e.g., for role plays, expressing oneself), bibliography, and script. A welcome resource for use in the classroom or with individuals.

GRADES 9-12

Books

Coping Series. **4 titles each iv-xvii, 107-153 p. each $13.95. Rosen Group, 1992, 1993, 1994. Grades 7-12.** ***Coping in a Dysfunctional Family*** **(ISBN 0-8239-1660-X).** ***Coping with Bias Incidents*** **(ISBN 0-8239-1606-5).** ***Coping with Compulsive Behavior*** **(ISBN 0-8239-1604-9).** ***Coping with Weapons and Violence in Your Schools and on Your Streets*** **(ISBN 0-8239-1435-6).**

Utilizing case studies and interviews with students and adults, books in this continuing series focus on a number of serious problems affecting today's teens, including violence in the schools, interracial dating, pregnancy, and shyness. In addition to providing information and definitions, each book offers opportunities for discussion and suggestions for handling difficult situations. Timely and relevant, the accessible texts offer helpful suggestions for developing understanding and empathy in a variety of settings and curricular areas, such as communication skills, social studies, healthful living, and science. Several books conclude with glossaries and lists of helping agencies. While its wealth of information and positive approach make this series a must purchase for school counseling centers, some parents may object to having certain titles in the school library, in particular the ones on interracial dating and homosexuality. Further reading, index. **ID**

Kuklin, Susan. ***Speaking Out: Teenagers Take on Race, Sex, and Identity.*** **165 p. $15.95. Putnam, 1993. (ISBN 0-399-22343-6) Grades 8-12.**

Straightforward, hard-hitting, and honest, this volume explores stereotyping, prejudice and identity through the eyes of young people at one of the most culturally diverse schools in New York City. The author spent a year interviewing teachers and students while observing classes and after-school activities at Bayard Rustin High School for the Humanities. The result is a realistic and fascinating look at the concerns of young people who are Asian, African American, Hispanic, and White. One of the greatest strengths of this book is that the author lets the students speak for themselves. The book relies heavily on quotes from students who discuss everything from how it feels to be mixed African American and Puerto Rican to being fat, homosexual, a stutterer, or a special ed student at the high school. The book honestly portrays the continuous battle teachers face as they search for commonalities among students. The book deals with many sensitive subjects, and the teenage speakers use realistic language. Very useful for group discussions with a facilitator to develop the rich content, as well as for general reading. Highly recommended.

Newman, Susan. ***Don't Be S.A.D.: A Teenage Guide to Handling Stress, Anxiety, and Depression.*** **121 p. $12.98. Messner, 1991. (ISBN 0-671-72610-2) Grades 7-12.**

Incorporating case histories of teenagers dealing with the emotional consequences of events in their lives, this helpful guide illustrates strategies for dealing with stress, anxiety, and depression. By personifying feelings and their causes, the conversational narrative invites readers to see themselves or someone they know in similar situations and offers positive suggestions for what to do. An excellent book for students, counselors, teachers, and parents. List of agencies, bibliography, index.

Teen Hot Line Series. **3 titles. each 80 p. each $14.94. Raintree Steck-V, 1994. Grades 6-10.** ***Gangs*** **(ISBN 0-8114-3527-X).** ***Dropping Out of School*** **(ISBN 0-8114-3526-1).** ***Parent Unemployment*** **(ISBN 0-8114-3525-3).**

Interviews with teenagers who have first-hand experience with the topics covered help to make this series both highly relevant and accessible. *Gangs* examines the reasons why teenagers join gangs, gang activities, the role of gangs in drugs and violence, getting out and staying out of gangs, and where to go for help. *Parental Unemployment* discusses what happens to a teenager when a parent loses his or her job. The book focuses on the effect on the family especially, with regard to finances, and suggests ways the teenager can help. The book attempts to give students an understanding of the parent's stresses and concerns. *Dropping Out of School* discusses problems teenagers face after quitting school, suggests alternatives for the dropout such as night school and the GED test. The author points out that with success comes increased self-esteem, while failure to continue with an education can be an inescapable trap. All of the titles can be used for general reading, guidance classes, or Family Living Skills classes. *Gangs* might also be used in an alternative school setting. All of the books have reading lists, indexes, and lists of addresses for national organizations that provide help with the problem addressed.

Other Media

Choices. **1 videocassette, guide 15 min. $18.95. United Learning, 1993. Grades 6-12.**

By profiling six very different young adults and the life choices they have made, this video teaches students the long-term implications of short-term good and bad decisions. Using a multiracial group of real people, it examines the life of a Hispanic youth, Manny Mejias, convicted of a drug-related murder and serving time in the Arizona State Prison. As a counterpoint to interviews with Manny, the film talks to a Hispanic trial lawyer and judge, a white prosecutor, an African American lawyer/lobbyist and an Asian American lawyer/businessman. All of these successful men and women grew up in poverty, many in single parent families. They talk about their commitment to staying in school and the difficulties they faced resisting the pressures to drink, party, and neglect their studies. The film gives very strong messages about the importance of schooling in providing positive life choices and about the negative influences of drugs and the drug culture. It also emphasizes that students can overcome their disadvantages and do not have to use them as an excuse for

failure. The guide contains a letter to viewers from Manny Mejias at Arizona State Prison and students are asked to write to him. Powerful but not preachy, this film could be used in healthful living, social studies, or group counseling, particularly with minorities or at-risk students. A short but powerful and memorable film with a clear, positive, and motivational message.

Conflict Resolution. **1 videocassette, guide 26 min. $169. Sunburst Comm., 1992. Grades 7-12.**

This three-part video is designed to be used in developing a high school conflict resolution program. Focus shifts back and forth between adult narrators and students from Menlo-Atherton High School, who are involved in discussion groups, role play, and simulations as part of their school's mediator training program. "Conflict style" identification, "active listening," "I messages," and "communication blockers" are among the concepts explained and illustrated in this helpful resource. Learning objectives, summary, discussion questions, suggested activities, guidelines, reproducible worksheets, bibliography, and script are in the teacher's guide.

Conflict Resolution, Grades 9-12. **Kit with 3 student videos, 1 staff development video, activity sheets, information sheets, activity cards, role play cards, 4 posters, teacher's guide $649. Sunburst Comm., 1993. Grades 9-12.**

Designed with the help of two California high schools which have successfully implemented peer mediation and conflict resolution programs, this curriculum offers excellent teaching tools for working with high schoolers on peaceful resolution of conflicts. The student videos (*For Teens: The Gentle Art of Refusal; Communication: The Person-to-Person Skill; Conflict Resolution*) are contemporary, fast-paced, and creative as well as informative. They provide examples of roadblocks to communication from a teenage perspective and offer demonstrations of active listening and the peer mediation program. The staff development video describes the rationale of the peer mediation program and identifies the mechanics of implementing it, as well as some of the problems, such as scheduling. Highly recommended for schools and administrators considering implementation of a peer mediation program. Useful for guidance, small group discussions, and teacher workshops. Each of the student videos could be used independently for units or individual lessons on conflict resolution. A highly entertaining and informative program, well-designed with clear links between the multiple pieces of the kit.

Tug of War: Strategies for Conflict Resolution. **1 videocassette, guide 25 min. $169. Human Rel. Media, 1991. (ISBN 1-55548-599-5). Grades 9-12.**

Lively, fast-paced and well-acted, with convincing dialogue, this film explores realistic situations high school students deal with, dramatizing several interpersonal conflicts that occur over the course of a typical high school day. The narrator offers a specific problem-solving model called SELF. Each step--*S*top, *E*valuate, *L*abel, *F*ind Alternate Solutions--is explained and modeled by the actors. The students can then work with the teacher to practice this skill set. Highly recommended.

Understanding and Resolving Conflicts. **1 videocassette, guide 23 min. $95. United Learning, 1994. (ISBN 1-56007-374-8) Grades 6-10.**

Packed with useful information, this film examines reasons for conflicts and roadblocks to good communication (ordering, threatening, lecturing, giving unwanted advice, failing to acknowledge the feelings of others, judging). It then offers strategies for active listening, shows how to send I-messages, and explains how such messages contribute to positive communication. Using teenage characters and realistic dialogue, the film illustrates different ways of improving communication. Although a little slow-paced for the middle schooler, this film can be used to good advantage in Life Skills/Family Living courses or in a guidance setting or parenting class. Also useful in conjunction with films on conflict resolution and peer mediation.

Violence Prevention: Inside Out. **1 videocassette, guide 62 min. $125. United Learning, 1993. Grades 8-12.**

Some of the young people interviewed in this film are perpetrators of violence; others are victims of or witnesses to crimes. Using a Hispanic narrator and a multiracial and multiethnic cast that includes Native Americans, Asians, Latinos, and African Americans, this three-part video looks first at how violence starts, showing both verbal and physical violence at home, school, and on the streets. Part Two looks at how to prevent violence from starting by recognizing the early warning signs of violent behavior, from denial to depression, and the factors that contribute to violence, such as low self-esteem, negative peer pressure, alcohol, and drugs. The concluding part of the film explores techniques for redirecting anger more positively and looks at both gang and domestic violence. The film offers many good topics for discussion, and the guide includes worksheets and guidelines for violence prevention. A tough, hard look at some strong situations including sexual abuse. The teenage interviewees are likely to remind students of people they know personally and, used with appropriate supervision, the video could have a powerful impact. Useful for guidance, healthful living, and small group discussion.

Violence: Reversing the Trend series. **3 videocassettes each 12-18 min. each $275. Altschul Group, 1993. Grades 9-12.**

Crossing the Line: The Truth about Gangs. Getting Along. Weapons and You.

A timely, thought-provoking look at some troubling contemporary social issues. A multiethnic cast of real people, including a police warden and a police officer who works with juveniles, play themselves in this video along with several high schoolers, including former gang members. *Gangs* explores the reasons why teenagers join gang--a sense of belonging and protection from violence--and stresses the dangers of gang membership. Strong points are made about the effects of gangs not only on the gang members but on family and

friends. A former gang member discusses jail and the inevitability of getting caught. The film also looks at the role of drugs in gang violence. Using an argument between two high school youths over the problems which arise when one returns a borrowed jacket dirty, *Getting Along* explores strategies for conflict resolution, modeling ways of resolving conflict peacefully through negotiation. Active listening and roadblocks to good communication are also highlighted. *Weapons and You* makes a strong case against weapons possession, stressing that weapons can give a false sense of security and cause a person to take unwise risks. The film also notes that accessibility of a weapon can lead to use in moments of anger and that the weapon may very well be used against its owner. In addition to the high school target audience, the films can be used in upper middle school classes, alternative schools, and high school/community school counseling sessions where violence or gangs has been a problem or possibly as part of leadership training program for student leaders.

What Is Your Coping Style? And What You Can Do About It! **1 videocassette, guide 34 min. $189. Human Rel. Media, 1991. Grades 8-12.**

Utilizing dramatizations, psychologist Dr. Chris McCullough leads a group of teenagers in a discussion of effective and ineffective coping strategies. Viewers learn to identify various defense mechanisms (including substance abuse), differentiate between passive and aggressive communication styles, and how to use "self-talk" to recast problems in a positive light. This film places emphasis on personal responsibility and the ability to change oneself by changing the type of coping selected. A guide supports class or small group discussion with learning objectives, program summary, questions for discussion and review, research activities, and bibliography.

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Books

Cook, Shirley. *Linking Literature with Self-Esteem: Integrating Literature into Basic Skills Programs.* vii, 158 p. $14.95 pap. Incentive Pubns., 1992. (ISBN 0-86530-196-4)

Each page of this consumable resource is a double-sided worksheet for students in grades K-5 to explore a piece of literature through activities which both integrate several of the content areas and enhance self-esteem. Divided into sections such as "Cooperation," "Peer Pressure," "Worry,"and "Divorce," these activity sheets follow a set format: summary, vocabulary, journal entry (with prompts), curriculum integration, and esteem enhancer. Among the familiar titles represented are Judith Viorst's *Alexander and the Terrible, Horrible, No Good, Very Bad Day*; Kevin Henkes's *Sheila Rae the Brave*; and Phil Mendez's *The Black Snowman*. Bibliography.

Elliott, Stephen N., and Frank M. Gresham. *Social Skills Intervention Guide: Practical Strategies for Social Skills Training.* 203 p. $69.50. Am. Guidance, 1991. (ISBN 0-88671-424-9)

Based on problems identified by the normed Social Skills Rating System (SSRS), this manual contains program overview, case studies, and 43 lesson plans to facilitate social skills training in grades PreK-12. Employing the letters in the word "cares," the skills identified as necessary for socialization are grouped around "Cooperation," "Assertion," "Responsibility," "Empathy," and "Self-Control." This guide is grounded in research and is meant for use with the SSRS. Glossary. For counselors' collections, in-service workshops, and teacher enrichment.

Hannaford, Mary Joe. *102 Tools for Teachers and Counselors Too.* Illustrated by Joey Hannaford. 159 p. $19.95 pap. Mar*Co Products, 1991.

In this useful manual, counselors and teachers in grades K-12 will find 102 activities (many interdisciplinary) for use in group counseling. After Hannaford discusses various group structures (e.g., dyads, fishbowl, buzz groups) and offers helpful hints, she divides these 102 "tools" into such categories as group starters, classroom management, building self-esteem, and career awareness. Although some of the ideas have been overused through the years, teachers and counselors coordinating small groups or classroom guidance activities will find this resource handy.

Hazouri, Sandra Peyser, and Miriam Frey Smith. *Peer Listening in the Middle School: Training Activities for Students.* 134 p. $8.95 pap. Ed. Media Corp., 1991. (ISBN 0-932796-34-6)

The text in this handbook for peer listener training is directed at students in grades 5-9. The seventy activities outlined in this title cover a wide range of activities and correlate with social studies, communication skills, and healthful living curricula. Appealing black-and-white illustrations complement the accessible text. With its built-in evaluation of skills, this book makes a good resource for teacher advisor/advisee groups, homerooms, elective courses in social skills, and peer training programs. Bibliography.

Kadel, Stephanie and Joseph Follman. *Reducing School Violence. (Hot Topics: Usable Research Series)* 99 p. $7 pap. SouthEastern Regional Vision for Education (SERVE), 1993.

Prepared by SERVE, a coalition of educators, business leaders, governors, and policymakers seeking to improve education in the Southeast, this publication focuses specifically on school violence and is research-based. Divided into three parts–"Creating a Crisis Management Plan," "Strategies to Prevent School Violence," "Causes and Consequences of Student Violence"–the text highlights successful practices and workable ideas from schools across the country on such topics as campus safety, involving parents in anti-violence efforts, and minority boys clubs. Programs described are those that have documented successes. Offers clear explanations of laws and rulings. An extensive reference section at the back of the book includes

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lists of organizations and curricula that might be useful in school safety and conflict resolution; a glossary; a sample school incident report; a principal's emergency checklist; and action plans for specific school emergencies. Highly recommended for teachers, school principals, district administrators, resource officers, and others who want to start from a common base for building prevention programs.

McLaughlin, Miriam Smith, and Sandra Peyser Hazouri. ***TLC: Tutoring, Leading, Cooperating: Training Activities for Elementary School Students.*** **128 p. $8.95 pap. Ed. Media Corp., 1992. (ISBN 0-932796-48-6)**

Although the text is aimed at elementary students, teachers and counselors in grades K-5 will need to facilitate the activities outlined in this manual for peer helping. Chapters focus on step-by-step procedures (often interdisciplinary) for developing communication and empathic skills, self-knowledge, cooperation, leadership, and a desire to serve others. A useful resource for peer training, cross-age tutoring, leading group activities, or cooperating in a group project. The authors are consultants in the North Carolina Department of Public Instruction.

Miedzian, Myriam. ***Boys Will Be Boys: Breaking the Link between Masculinity and Violence.*** **xxviii, 354 p. $20 ($10 pap.). Anchor Bks., 1992. (ISBN 0-385-23932-7; ISBN 0-385-42254-7 pap.)**

Primarily aimed at educators and parents, this thought-provoking, scholarly study distills a plethora of research on masculinity, the origins of violence, and raising male children in the 20th century. "Drawing heavily on research studies in psychology, sociology, and anthropology," Miedzian probes the mixed messages our society sends out regarding the qualities and behaviors which are acceptable in mature males. Individual chapters focus on the rationale for and resistance to changing standards for masculinity, child-rearing practices, school programs and curricula, and recreational activities. In some classroom settings, this text could support discussion and debate from social studies, healthful living, psychology, or anthropology perspectives. However, selectors should note that among the more controversial topics addressed are satanism, suicide, rape, bigotry, and homosexuality. A strong choice for professional collections and violence prevention study.

Mohr, Carolyn, et al. ***Books that Heal: A Whole Language Approach.*** **Illustrated by Linda East. 283 p. $23.50 pap. Libs. Unl., 1991. (ISBN 0-87287-829-5)**

Employing fiction as the basis of "bibliotherapy," this excellent resource provides questions and activities which, when combined with the reading of specific books, are designed to help students in grades 3-8 develop coping and problem solving skills. Each of the eight thematically arranged sections (on topics such as death, divorce, self-concept, poverty, differences, and relationships) features three works of fiction (titles include *Island of the Blue Dolphins, Sadako and the Thousand Paper Cranes, Bridge to Terabithia, Dear Mr. Henshaw, Sounder, Where the Red Fern Grows, From the Mixed-up Files of Mrs. Basil E. Frankweiler,* and *Sarah, Plain and Tall*). Following a similar format, units for each novel feature plot overviews, webbing, questions encouraging four types of thinking (literal, interpretive, creative, critical), and ideas for interdisciplinary activities (e.g., visual art, creative writing, math). Use of contracts is recommended. For teachers, counselors, librarians, and parents. Index.

Myrick, Robert D., and Betsy E. Folk. ***Peervention: Training Peer Facilitators for Prevention Education.*** **210 p. $13.95 pap. Ed. Media Corp., 1991. (ISBN 0-932796-35-4)**

A student handbook designed for use in a training program for peer helpers in grades 9-12, this practical manual provides an excellent overview of peer helping and the various ways to use trained students. The first half of the book concentrates on developing essential skills, such as careful listening and observation, awareness of self and others, and decision making. The second half describes problems which peer facilitators will be working to prevent, including academic failure, suicide, and eating disorders. Each chapter is arranged in a similar format, beginning with a thorough discussion of the topic and concluding with activities to practice skills. Highly recommended.

Myrick, Robert D., and Don L. Sorenson. ***Helping Skills for Middle School Students.*** **160 p. $8.95 pap. Ed. Media Corp., 1992. (ISBN 0-932796-40-0)**

_____. ***Teaching Helping Skills to Middle School Students: Program Leader's Guide.*** **128 p. $8.95 pap. Ed. Media Corp., 1992. (ISBN 0-932796-41-9)**

Teachers and counselors working with a peer training program will find these resources helpful. The *Program Leader's Guide* provides a basic overview of peer programs and discusses how to organize, train students for, implement, and evaluate such programs in grades 6-8. *Helping Skills for Middle School Students* is directed toward students and contains activities for practicing peer helping skills, including listening, responding, and relating. Together these texts could be used to initiate a peer helper program or supplement one which is already in place.

Oden, Sherri et al. ***Challenging the Potential: Programs for Talented Disadvantaged Youth.*** **390 p. $29. High/Scope, 1992. (ISBN 0-929816-35-8)**

This book offers a comprehensive review of theory and research on disadvantaged and minority programs that successfully challenge talented disadvantaged youths and channel them into appropriate educational settings. Part One looks at models for academic intervention to improve minority students' chances for academic success, with attention to Latino, African American, and Native American issues. Part Two profiles the month-long High/Scope residential camp/intervention program. Part Three contains summaries of the book's major research findings and makes recommendations for educators and administrators seeking to advance the achievement of talented disadvantaged youths. Useful as a resource for a

task force examining methods, programs, and options or as a planning tool for adapting a local program. Extensive bibliography and technical notes. Although already somewhat dated, this can be a very useful reference for the guidance library.

Rasinski, Timothy V., and Cindy S. Gillespie. ***Sensitive Issues: An Annotated Guide to Children's Literature K-6.*** **ix, 277 p. $29.95 pap. Oryx Pr., 1992. (ISBN 0-89774-777-1)**

After explaining how children's literature can be used effectively to help young people deal with real-world problems, the authors provide brief annotations and related activities for books selected for students in grades K-6. Fiction and nonfiction titles with copyrights no older than 1975 are divided into eight categories: child abuse, prejudice and cultural differences, substance abuse, death and dying, moving, illness and disability, divorce, and nontraditional home environments. Bibliographic entries for each title contain information on author, publisher, copyright, number of pages, price, and suggested grade levels for both independent reading and reading aloud. Directory of publishers, index.

Smith, Charles A. ***The Peaceful Classroom: 162 Easy Activities to Teach Preschoolers Compassion and Cooperation.*** **208 p. $14.95. Gryphon Hse., 1993. (ISBN 0-87659-165-9)**

This oversize book is for use by early childhood educators. The 162 easy lesson plans offer activities that help teachers promote friendship and cooperation for children ages three and up. Each set of lesson plans for these activities is preceded by a letter which can be sent to parents to explain to them what the child is doing in the classroom. Exercises are designed to develop the following skills and qualities in preschoolers: cooperation, gentleness, recognition of emotions, problem solving, consideration of others, generosity, and helping skills. A minimum age is given in the lesson plan for student participation in the activity. In addition to a brief teaching strategy, each activity includes an extension activity and suggestions for involving parents. The book is concise, thoughtful, and well organized. Useful for a day care or afterschool program or in a K-3 setting in conjunction with subject area work. Black-and-white pen and ink drawings are used to illustrate craft projects. Includes reading list for teachers and index.

Sorenson, Don L. ***Conflict Resolution and Mediation for Peer Helpers.*** **128 p. $8.95 pap. Ed. Media Corp., 1992. (ISBN 0-932796-42-7)**

A very thorough guide to conflict resolution and mediation, this student-oriented resource for peer helping programs contains interesting text and black-and-white cartoon illustrations. After basic training in peer helper skills, students will find material in this handbook to aid them in mediating simple conflicts. Teacher facilitators or counselors working with peer helping programs in grades 5-9 may wish to use all or parts (particularly the fifteen-step peer mediation process) of this text. Bibliography.

Swick, Kevin J. ***Discipline: Toward Positive Student Behavior.*** **(*What Research Says to the Teacher*) 32 p. $3.95 pap. NEA, 1991. (Stock No. 1091-4-00)**

In this monograph on discipline, Swick first provides an overview of current writing and research, then focuses on warning signals, strategies (e.g., early intervention, responsive teacher behaviors), parent and community involvement, and relating curriculum to issues of discipline. Well-documented and insightful, this concise text provides educators with information from both developmental and ecological perspectives along with positive techniques for creating responsive learning environments at all grade levels. Bibliography.

Thomson, Barbara. ***Words Can Hurt You: Beginning a Program of Anti-Bias Education.*** **200 p. $20. Addison-Wesley, 1993. (ISBN 0-201-45502-1)**

This oversize, attractively designed, activity-oriented book offers a wealth of strategies for anti-bias or multicultural education. The goal of these activities is to help all children grow up appreciating each other. The first six chapters of the book offer a rationale for creating an anti-bias curriculum and provide strategies for involving school faculty and parents. The remaining chapters offer simple, straightforward lesson plans for anti-bias activities with a wide range of objectives: focusing on same and different; raising cultural awareness and decreasing ethnocentricity; building awareness and acceptance of people with disabilities; and challenging stereotypes. The 49 activities have been field-tested in the classroom and can fit easily into existing curricula. Curriculum/subject area connections are clearly identified. This book would be especially useful for classroom teachers as a supplement to the social studies/language arts curriculum. Its activities can be used with science and math and also could be used for small group guidance activities and incorporated into parent group work. The extensive annotated bibliographies of multicultural books for teachers and students will be of interest to librarians building multicultural collections.

Walter, Virginia A. ***War and Peace Literature for Children and Young Adults: A Resource Guide to Significant Issues.*** **xii, 171 p. $27.50 pap. Oryx Pr., 1993. (ISBN 0-89774-725-9)**

This resource offers a great variety of possibilities for helping children grasp the national as well as global implications of war and peace or for supplementing school-based programs on conflict resolution. Beginning by presenting a historical perspective and techniques for selecting and sharing literature, the text then provides an extensive annotated bibliography of titles under such headings as "Remembering Other Wars: Real and Imaginary" and "The Vision of Poets." However, most adult novels, like *The Red Badge of Courage* and *In Country*, are not included among the 480 books recommended for grades PreK-12; this is an intended limitation. Appendixes, indexes (author, title, subject, general).

Other Media

All Our Children. With Bill Moyers. **1 videocassette 87 min. $49.95. PBS Video, 1991.**

Seven culturally diverse teens from three states are profiled in this thought-provoking, sensitive program from Bill Moyers's PBS series. Their stories reflect a multitude of serious problems faced by America's young people, including teen pregnancy, substance abuse, occult influences, abandonment, and crime. The students interviewed for this program are in the process of turning their lives around, whether through organized programs, such as Indiana's Joye Howe High School, or through the help of caring adults, like perceptive school teachers and community leaders. A long film, naturally divided into three segments, this program would be valuable for staff development, dropout prevention, and individual counseling. Teachers may wish to use parts or all of the film in their classrooms for discussing teen issues. Selectors should note that several of these teens are seen smoking and that one scene shows a tattoo being surgically removed from a girl's arm. A powerful film about real people which could spur students to talk candidly about themselves and their problems.

Building Your Child's Self Esteem Readiness Kit. **5 booklets (5 copies of each), 5 audiocassettes $95. Phillip Roy, 1992.**

Titles of booklets in the kit: *Introduction to Your Child's Awareness of Self-Esteem*; *Expressions of Love*; *Experiencing Success*; *Developing Responsibility with Family and Self*; *Developing Responsibility for the Community.*

This set of audiocassettes and 14-page guides is designed to help parents build their children's self-esteem. Each unit includes a statement of philosophy, information review for parents, and parent-child activities. The audiocassette format is easy for most parents to use. Lessons are presented in a non-threatening way, and parents are encouraged to move away from questions with only right or wrong answers. A weakness of this program is the limited number of activities. May be useful for PTA group work or as part of an early education guidance program that includes parent involvement.

Freedom from Violence Series. **4 videocassettes, workshop manual each 28 min. each $243.75 ($975 for the whole program; manual available with the whole set or separately for $5.95). U. Dimensions, 1993.**

The Gang Alternative. Resolving Conflicts Peacefully. Safe School, Safe Environment. Taking the Lid off Danger.

A four-videotape staff development program to be used as a workshop for teachers, administrators, and support staff. The tapes present strategies for implementing a school-wide conflict resolution and peer mediation program. It teaches strategies for recognizing feelings of anger and developing methods for managing anger, identifying students at risk of joining a gang, and integrating decision-making into the curriculum. *Safe School, Safe Environment*, the fourth tape in the series, will be of particular interest to middle and high school administrators. This tape presents clear, realistic guidelines for creating a safe school and for creating and implementing a emergency plan to respond to violent situations in the school. The tapes consist primarily of discussion by the dean of students, principal, psychiatrist, safety director, instructional director, and other personnel at two suburban high schools near a large city. Interspersed with the comments by school personnel is footage of classroom scenes and peer mediation groups at work. An informative and appropriate resource for staff development that can be adapted for use with elementary, middle, or high school personnel. A brief but thoughtful and well-organized manual provides guidelines and suggestions for a staff development workshop.

Page, Parker, et al. *Getting Along: A Program for Developing Skills in Cooperation, Caring for Others, Critical Thinking, and Positive Conflict Resolution.* 2 kits, each containing 10 topic cards, 10 posters, 1 audiocassette, 20 student activity sheets, teacher's guide $179.95. Am. Guidance, 1990.

Level 1. Level 2.

Incorporating a variety of activities which will appeal to different learning styles in children in grades K-4, this colorful and appealing kit emphasizes development of social skills. Songs, posters, role play, discussion questions, writing and arts activities, and storytelling are featured in lessons on such topics as "Teasing," "Fighting," and "Disrespect for Others' Property." The well-organized teacher's guide provides a program overview, sample lessons, evaluation techniques, recommended reading, and words and music for the "getting along" songs. For classroom guidance and small group sessions.

Seeds of Self-Esteem Series. **2 videocassettes each 29-39 min. each $94.95 (179.95 for both).**

Self-Esteem Teacher Power. Self-Esteem Teacher Strategies.

Companion titles: *The Self-Esteem Teacher*, 140 p., $11.95 pap. (ISBN 0-88671-418-4); *The Self-Esteem Teacher's Journal*, 108 p., $13.75 pap. (ISBN 0-88671-419-2). Am. Guidance, 1991.

Components of this integrated series developed by Dr. Robert B. Brooks are practical, positive teacher resources for building students' self-esteem in grades K-9. This inspirational program is designed to inform teachers and enhance, rather than merely add to, their instructional program. Drawing on interviews in which teachers relate their own positive and negative memories about instructors, the two videos define self-esteem, explain Dr. Brooks's interpretation of attribution theory, and outline eight practical strategies. *The Self-Esteem Teacher* is a companion book which amplifies and reinforces material introduced in the videos, providing examples and ideas for the classroom and/or all-school use. *The Self-Esteem Teacher's Journal* contains journal prompts, a year's calendar with space for teacher thoughts, ideas for student journals and family activities, and classroom strategies. The full set of posters was unavailable for preview. The videocassettes are appropriate for teacher training programs, staff development activities, and in-service workshops. A video guide provides summaries and

suggestions for use. The books can supplement the videos or be used for teacher enrichment.

Staff Development: Conflict Resolution: Grades 5-12. **1 videocassette in a 3-ring binder, guide, activity sheets 24 min. $149. Sunburst Comm., 1992.**

This award-winning video provides background and training tools for teachers and students who are developing a conflict resolution program in either a middle or high school. Pamela Moore is among the educators sharing their experiences during the film, which presents demonstrations of peer mediation as practiced at two schools in California: John Adams Middle School and Menlo-Atherton High School. Supporting viewing of the film are a loose-leaf guide containing background, instructions (which require adapting to individual programs), script, and reproducible handouts for use with students and teachers during training. A fine supplement for developing a common language and for acheiving consistency in solving conflicts appropriately.

Taking Part: Introducing Social Skills to Children. **1 kit containing 12 full-color stick puppets, 4 skill posters, 630 puppet stickers, teacher's manual with blackline masters (168 p.) $149.95 (puppet stickers alone $20.25). Am. Guidance, 1991.**

This kit contains a program of materials and activities for teaching basic social skills to children in grades PreK-3. The teacher's guide contains over thirty lesson plans organized into six units focusing on such skills as making conversation, communicating feelings, and cooperating with others. Lessons incorporate role playing, storytelling, and skits utilizing colorful stick puppets of animal characters. Reinforcement stickers, posters, and reproducible blackline masters support the lessons, which conform to a Motivation/Practice/Maintenance teaching model. An appealing kit for group or whole class counseling.

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PLEASE DO NOT ORDER ITEMS ON THIS LIST FROM MEDIA EVALUATION SERVICES.

Publishers and producers from whom recommended materials can be purchased are listed in the DIRECTORY with complete addresses and telephone numbers. Prices shown are those quoted by publishers and producers but do not include postage and are subject to change.

These materials are on display for examination in the Media Evaluation Center in Raleigh.

DIRECTORY

Am. Guidance - American Guidance Service, Inc., 4201 Woodland Rd., PO Box 99, Circle Pines, Minnesota 55014-1796 (800/328-2560)

Addison-Wesley - Addison-Wesley Publishing Co., Inc., School Division, 1 Jacob Way, Reading, MA 01867 (800/447-2226)

Altschul Group - Altschul Group Corporation, 930 Pitner Avenue, Evanston, IL 60602 (800/323-9085)

Anchor Bks. - Anchor Books, Doubleday & Company, 666 Fifth Ave., New York, NY 10103 (800/223-6834)

Churchill Media - Churchill Media, 12210 Nebraska Ave., Los Angeles, CA 90025 (800/334-7830)

Ed. Media Corp. - Educational Media Corporation, Box 21311, Minneapolis, MN 55421 (612/781-0088)

Ency. Brit. Ed. - Encyclopaedia Britannica Educational Corporation, 310 S. Michigan Ave., Chicago, IL 60604 (800/554-9862)

Film Ideas, Inc., 3710 Commercial Ave., Suite #13, Northbrook, IL 60062 (800/475-3456)

FilmFair Comm. - FilmFair Communications, PO Box 7314, North Hollywood, CA 91603-7314 (818/985-0244)

Gryphon Hse - Gryphon House, Inc., PO Box 275, Mt. Rainier, MD 20712 (800/638-0928)

H. Holt & Co. - Henry Holt and Company, Inc., 115 W. 18th St., New York, NY 10011 (800/247-3912)

High/Scope - High/Scope Press, 600 North River Street, Ypsilanti, Michigan 48198-2898 (313/485-2000)

Human Rel. Media - Human Relations Media, Inc., 175 Tompkins Ave., Pleasantville, NY 10570 (800/431-2050)

Incentive Pubns. - Incentive Publications, Inc., 3835 Cleghorn Ave., Nashville, TN 37215 (800/421-2830)

Libs. Unl. - Libraries Unlimited/Teacher Ideas Press, PO Box 6633, Englewood, CO 80155-6633 (800/237-6124)

Live Wire Video - Live Wire Video Publishers, 3315 Sacramento St., San Francisco, CA 94118 (415/564-9500)

Macmillan - Macmillan Publishing Company, 866 Third Ave., 7th Floor, New York, NY 10022 (800/257-5755)

Mar*Co Products - Mar*Co Products, Inc., 1443 Old York Rd., Warminster, PA (213/956-0313)

MarshMedia - MarshMedia, PO Box 8082, Shawnee Mission, KS 66208 (800/821-3303)

Messner - Julian Messner, 190 Sylvan Ave., Englewood Cliffs, NJ 07632 (800/843-3464)

Millbrook Pr. - Millbrook Press, Inc., 2 Old New Milford Rd., Brookfield, CT 06804 (203/740-2220)

NEA - National Education Association, 1201 16th St. NW, Washington, DC 20036 (202/822-7252)

Natl. Geog. - National Geographic Educational Services, 1145 17th St. NW, Washington, DC 20036-4688 (800/368-2728)

Oryx Pr. - Oryx Press, 4041 N. Central Ave. at Indian School Rd., Phoenix, AZ 85012-3397 (800/279-6799)

PBS Video - PBS Video, 1320 Braddock Pl., Alexandria, VA 22314-1698 (800/424-7963)

Phillip Roy - Phillip Roy, P.O. Box 130, Indian Rocks Beach, FL 34635 (800/255-9085)

Putnam - The Putnam & Grosset Book Group, 200 Madison Ave., New York, NY 10016 (800/847-5515)

Rainbow Ed. Video - Rainbow Educational Video, Inc., 170 Keyland Ct., Bohemia, NY 11716 (800/331-4047)

Raintree Steck-V - Raintree Steck-Vaughn Publishers, 11 Prospect St., Madison, NJ 07940 (800/531-5015)

Random - Random House, Inc., 201 E. Fiftieth St., New York, NY 10022 (800/733-3000)

Rosen Group - The Rosen Publishing Group, 29 E. 21st St., New York, NY 10010(212/777-3017)

SERVE - South Eastern Regional Vision for Education, P.O. Box 5367, Greensboro, NC 27435 (800/755-3277)

Sunburst Comm. - Sunburst Communications, 39 Washington Ave., Pleasantville, NY 10570 (800/431-1934)

U. Dimensions - Universal Dimensions, 1560 Sherman Ave., Suite 100, Evanston, IL 60201 (800/323-5448)

United Learning - United Learning, Inc., 6633 W. Howard St., Niles, IL 60714-3389 (800/424-0362)

Watts - Franklin Watts, Inc., 5450 N. Cumberland Ave., Chicago, IL 60656-1484 (800/672-6672)